DOCUMENT RESUME

ED 210 254 SP 019 143

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TITLE Effects of Locally Conducted Research on Policy and Practice Regarding Bilingual Inservice Teacher Education. Final Technical Report.
INSTITUTION Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY National Inst. of Education (ED), Washington, D.C.
PUB DATE 29 Sep 81
GRANT 400-80-0035
NOTE 161p.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Bilingual Education; Bilingual Teachers; Elementary Education; *English (Second Language); *Inservice Teacher Education; Mexican American Education; *Program Attitudes; Special Education; *Teacher Attitudes; *Teacher Education Programs; Teaching Conditions

ABSTRACT

Collaborative planning between the Southwest Educational Development Laboratory (SEDL) and a school district in central Texas provided concrete data to implement changes in inservice training programs for bilingual teachers. Five instruments were developed to obtain the attitudes of 108 teachers of kindergarten through fifth grade who taught Mexican American children who had limited English proficiency. The teachers were regular classroom teachers, bilingual teachers, or special education teachers. Among the findings from the study were that the areas of greatest need for inservice were in the teaching of reading and attending to behavior problems. Courses in the philosophy and theory of bilingual education were not desired. Teachers of English as a second language felt that the existing inservice program could be improved by developing more and better materials. All of the teachers wanted more authority in choosing their inservice training activities. The teachers also agreed that they did not receive enough feedback and assistance in implementing new knowledge and skills. The director of bilingual education for the school district announced changes in both the bilingual inservice components and the English as a second language program as a result of the study. Sections of this report on the project present information on: (1) introduction to the study; (2) background of the school district; (3) collaborative relationship between the SEDL and the school district; (4) research strategy; (5) data analysis; (6) discussion of findings; and (7) changes made in the inservice programs. Appended are the survey instruments and the findings in chart form. (FG)

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Final Technical Report

EFFECTS OF LOCALLY CONDUCTED RESEARCH ON POLICY AND PRACTICE REGARDING BILINGUAL INSERVICE TEACHER EDUCATION

(NIE-400-80-0035)

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September 29, 1981

I. INTRODUCTION

The following report describes the development and conclusion of a federally-funded research project designed to gain information on the process of research on instructional problems, and its impact on inservice education practices for teachers of Limited English Proficient (LEP) students. A local school district in the central Texas area, in conjunction with the Southwest Educational Development Laboratory (SEDL), laid the groundwork for the study. As a result of this effort, the National Institute of Education (NIE) provided funding for a 12-month period, from October 1, 1980 to September 29, 1981.

The main purpose of the project was to determine what the effects would be and what changes would occur in the school district's inservice education program as a result of the locally-conducted study. The results were expected to provide educators nationwide with greater insight into the potential impact that locally-conducted research can have on policy and practice related to the recognition of educational concerns and approaches to solutions for the inservice education of teachers of LEP children.

A second purpose of the study was simply to describe the nature of the collaborative process that evolved between SEDL and the local school district. It is hoped that by understanding the procedures used and the collaborative process which aided the research project, school districts with similar needs and similar contextual characteristics could better deal with their own problems.

The project was guided by the following research questions:

1. *What are the effects of locally-conducted, applied research on policy and practice related to the inservice education of teachers of limited English proficient (LEP) students?*

2. *How do research findings on the following effect the design of an inservice education program for teachers of LEP students:*

   (a) areas in which teachers would like to enhance their professional development;

   (b) teachers' perceptions of the current inservice program in their district;

   (c) the type of instructional program being implemented;

   (d) the degree to which teachers implement critical program components; and

   (e) the types of concerns that teachers express about these components.

This report is divided into seven separate sections. Section I gives a brief introduction to the study. Section II provides the reader with background and contextual information about the school district, including its inservice education program from past years and the recognized need to improve this program. In Section III the reasons for entering into a collaborative relationship are discussed and a documentation of the collaborative process is presented. Next, in Section IV, the overall research strategy that was employed in the study is discussed in detail, including specific research questions, types of subjects studied, types of assessment instruments used and the procedures used for the collection of all data. The statistical analyses used to analyze the data from each assessment instrument are described in Section V, with a discussion of the major findings being presented in Section VI. The final part of the report, Section VII, gives a brief summary of changes which the school district plans to implement in its inservice program for teachers of LEP children during the 1981-1982 school year.

II. BACKGROUND AND CONTEXT

The following description provides the reader with an overview of the context in which the study was conducted and confirms the need for the project. This description focuses on the community, the students, the bilingual program and its teachers, and, specifically, on the district's existing programs for the inservice education of teachers of LEP students.

Community/Context

The project site is situated in southcentral Texas and is on the direct route (IH 35) to south Texas and Mexico. It contains a number of small factories and a state-supported university which serve as the economic base for the community. It could be characterized as a growing, semi-urban community while still maintaining a small town atmosphere despite increased economic development.

Mexican Americans comprise 20 percent of the population of Texas but more than 37 percent of the population in the county.[1] Approximately 41 percent of the town's population is Mexican American and more than 59 percent of the Mexican American families earn an annual income below the national poverty level.[2] The Mexican American population in the local district is concentrated on the south side of town, between the railroad and IH 35 in an area designated as Victory Gardens. Of the 7,600 Mexican Americans, approximately 3,300 live in this densely populated medium to low income area.[3]

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[1] Texas Institute for Educational Development, The Chicano Almanac, Futura Press, 1973.

[2] U.S. Bureau of Census, Characteristics of the Population: Texas. (1973) Vol. 1, p. 863.

[3] City Enumeration Districts 13 and 14.

Sixty percent, i.e., 2,821, of the total student population in the public schools are Mexican American.[4] Many of these students are in need of special help, as evidenced by the statistics of the 1970 census which show that some 84 percent of the Mexican American adults in the community who are 25 or older never completed high school.[5] Table 1 shows the Mexican American student population by percentage at grade level.

Table 1
Percentage of Mexican American Students in the District Schools

Grade Level	Number	Percentage
Pre-K	20	95.2
K	230	65.6
1	207	64.1
2	225	63.1
3	212	65.1
4	214	63.7
5	226	65.9
6	242	65.1
7	270	64.7
8	247	58.7
9	232	60.7
10	203	54.1
11	152	51.4
12	134	47.2
Special Ed.	78	73.6
Totals	2,892	61.5

Number of Limited-English Proficiency Students

At grades kindergarten through five, there were approximately 640 students of limited-English proficiency at the time in which this study was being planned. Table 2 indicates the distribution by school.

Table 2

GRADE	LEP	NON-LEP
K - 1	360	688
2 - 3	130	775
4 - 5	150	715

[4]Statistics taken from the 1976 Civil Rights Report.

[5]Characteristics of Population: Texas. Vol. 1, p. 838. U.S. Bureau of Census.

Bilingual Education in the Public Schools

The district schools have directed services to limited-English proficienty students since 1970 when one of the schools implemented an open-classroom program for kindergarten students for the total community, including a strong bilingual component. This program has consistently been recognized for its exceptional quality (Texas demonstration school since 1973).

Since 1977, a number of changes in the local schools caused the ideal situation to become a truly challenging one. The entire staff of the kindergarten school moved to a new campus during the summer of 1978 making it the K-1st grade school. At the same time, separate schools were established to serve grades 2-3 and grades 4-5, respectively. For the first time, teachers from neighborhood schools throughout the community joined together at these grade level schools for the entire school district. Thus, the administrative and instructional staff faced the task of integrating their overall bilingual program in totally new settings.

Teaching Staff

The district's commitment to the realization of its goal of insuring equal educational opportunities through bilingual/bicultural education is reflected in its active teacher recruitment policy. An increasing number of its teachers are becoming involved in the state's bilingual certification training. Nonetheless, a relatively small percentage of teachers of LEP students in grades K-5 are certified bilingual teachers or speak Spanish well enough to teach in Spanish (36%).

While 54 percent of the teachers of LEP students have more than five years teaching experience, their background indicates that they generally have less than three years' experience in bilingual education, with many

being involved in bilingual education for the first time in 1979-1980. Many of the experienced teachers are non-Spanish speakers who have been involved in bilingual education primarily through teaching English as a second language.

In summary, then, the teachers of LEP students can be seen as having a wide range of backgrounds, with a high proportion of teachers relatively new to bilingual education. While the district has shown a definite commitment to the implementation of a bilingual program, the two primary obstacles in this effort apparently remain recruitment of bilingual teachers and the need for inservice education of existing teachers.

Teacher Inservice Education (1979-1980)

Inservice education for teachers in 1979-80 consisted of the basic district program, plus additional inservice for teachers of LEP students provided through State and Title VII bilingual programs. The district program involved five full days of teacher inservice, with two days in August, two days in October, and one day in February. In addition, there were five days of "early dismissal," allowing for after-school inservice sessions. The planning of these inservice sessions was the responsibility of each building principal. In August, principals submitted their plans for each of the sessions to the assistant superintendent. In previous years, principals had conducted a joint needs assessment, but in the spring of 1980 a district-wide needs assessment was conducted by Region XIII[6] for the first time for planning future inservice sessions. Most inservice sessions provided to teachers were conducted, and continue to be conducted by "in-house" or external consultants

[6]Region XIII is the local Education Service Center in central Texas which provides workshops and technical assistance to school districts in its region.

sharing information and leading discussions.

Teachers who wished to attend sessions of their own choosing during the 1979-1980 year could do so and earn "comp time." These sessions were typically held in another city 30 miles away on Saturdays or weekday evenings. The local education service center provided most of these optional workshops, with some provided by universities, bilingual resource centers, or special interest groups in the region or state. ("Comp time" permitted teachers to take a scheduled inservice day off for every seven hours of attendance at these alternate sessions.)

The state bilingual program for 1979-1980 involved all teachers of LEP students, regardless of whether they actually taught bilingual or ESL only. The district has cooperated with other school districts every year, pooling their money to allow Region XIII to plan and provide training. Until the 1979-80 school year, these sessions were offered on weekdays, and Region XIII reimbursed the district for substitute teachers, meals, and travel costs. In January 1980, however, it began to schedule bilingual workshops on Saturdays only. Typically, three to four teachers serving LEP students in grades two through five attended any given workshop.

In contrast, the Title VII bilingual program in 1979-80 included only teachers of kindergarten through second grade. The program began in 1977 at which time it was serving kindergarten teachers only. The staff development plan for teachers in this program was based on the results of classroom observations made by the project director and principal, as well as data on skills mastered by students, and teachers' perceived needs for training related to specific topics.

Changes in Teacher Inservice Education (1980-1981)

During the implementation of this study (1980-81) the overall design of the inservice plan remained basically the same, but with the following

changes. The availability of "comp" time in which teachers could be waived from attending district workshops after attending workshops provided by outside agencies was no longer offered. Instead, teachers were required to attend all of the five district-wide inservice sessions but had a much larger selection of topics from which to choose. Based upon the survey of teachers that had been conducted by the Region XIII Education Service Center workshops were offered in many areas of specialty such as those found in bilingual education, special education, behavior management, etc. All teachers were free to attend any of the workshops if they chose to do so. In addition to the above changes made in the district-wide inservice program, the Title VII bilingual program was expanded to serve the inservice needs of teachers from the kindergarten level through the third grade.

Need for Further Changes in Inservice Education

From the above discussion it is evident that the schools in this study gradually have changed in how they view the role of inservice education for teachers of LEP students. School administrators have recognized the special needs of LEP students and the importance of providing teachers with adequate inservice training to insure that these students utilize their academic potential.

In short, the desire for improving the district's inservice program is very strong, but much remains to be done. In 1979-80 there were 360 limited-English proficient students who entered kindergarten and first grade, and 150 students were classified as being LEP in grades four and five as well. There are not enough teachers currently employed in the district who are certified to work with bilingual and/or LEP students; of those who are, a large number need to receive additional training in areas such as the use of the Spanish language in an institutional setting, ESL, etc.

The school administrators, and particularly the Title VII program staff, have conducted needs assessments in the past but their efforts have focused largely on the selection of types of workshop topics. One of the main reasons for agreeing to collaborate with SEDL on this NIE-funded project was that both administrators and teachers felt a need to improve the planning and implementation of the district's inservice education program for teachers of LEP students. In addition, SEDL planned to take a comprehensive approach to the problem by studying multiple factors that might be important to consider in studying inservice education.

The consensus reached by the school district and SEDL staff was that the following four dimensions would be worthy of investigation, having the potential to provide valuable information in planning inservice education:

1. *the type of bilingual program being implemented in grades K-5 (based primarily on time spent teaching Spanish/English at each grade level);*

2. *the perceived needs of teachers of LEP children for acquiring relevant skills and knowledge;*

3. *the level of implementation reached by teachers in critical components of the bilingual program (Spanish reading, ESL, English reading for LEP students, etc.); and*

4. *the types of concerns that teachers have regarding the teaching of different components of the bilingual program.*

Later, a fifth dimension was added in order to tap teachers' general knowledge about and attitudes toward the current and past inservice programs of the school district. Of particular interest was to ask them to comment on strengths and weaknesses of the program and on the focus that the inservice program should take in future years.

In conclusion, the need for this study has existed for some time now and both school district administrators and teachers as well as SEDL staff agreed at the time of proposal writing that a main priority for the district should be in the area of inservice teacher education.

III. COLLABORATIVE RELATIONSHIP BETWEEN SEDL AND SCHOOL DISTRICT

Reasons for Forming the Relationship

When SEDL was in the process of initial site selection for the project, there seemed to be numerous advantages in forming a collaborative relationship with the school district which was ultimately selected. Some of the reasons for establishing this relationship included past contacts with the school district; mutual economic benefit; a sharing of power; and political expediency.

Both SEDL and the school district had had occasional professional contact prior to the initiation of the project. Some of the teachers had met SEDL staff at workshops or conferences and one of the district's administrators had been an employee of SEDL a few years ago. In addition, several SEDL staff members had helped evaluate the district's Title VII bilingual program during its first year of operation. Thus, although this contact between the two organizations was not extensive, it had been enough to permit the creation of mutual trust between some of the school district administrators, teachers and SEDL staff members. This fact is important to consider, since the existence of mutual trust is paramount to the success of any collaborative relationship between two or more organizations.

Another reason for establishing a relationship with this particular school district was because of mutual economic benefit. SEDL was, in effect, offering to come and conduct research free of charge that should help the school district improve its inservice education program. It had agreed to pay for the collecting, analyzing and reporting of data through funds from the National Institute of Education. The school district, on the other hand, was cost effective for SEDL, since both organizations were located within the

central Texas area. Travel and communication costs were kept at a minimum since overnight lodging, rental cars and airfares were not needed.

A third reason for beginning the collaborative relationship had to do with the sharing of power. For a collaborative relationship to have optimal benefits for both parties, a shared balance of power should exist so that no one group of individuals comes to dominate the decision-making process in detriment to the others. Both SEDL and the school district shared a certain balance of power. The control of finances for project operation were under the auspices of SEDL through its NIE funding source, and without these monies it would be impossible to implement the project. The school district, however, had exclusive power over access to teachers, school records and the collection of data. This power was distributed within the district in the following manner: The superintendent and central administrators had the authority to provide SEDL with access to the schools. However, the principals at each campus had the power to determine if and when this access would occur. SEDL could suggest specific dates for meetings but had to yield to the wishes of the principals. If a teacher did not like something about the project, she could let her views be known. Moreover, no teacher was forced to participate in any given activity. Teacher and parent representatives of the advisory board could also harness a degree of power through their role as decision makers and consultants to the project.

Political expediency was yet a fourth reason for establishing a collaborative relationship between SEDL and the school district. In short, by collaborating with one another, both organizations could work efficiently toward mutual goals. SEDL, for example, needed to find a site in which teachers and administrators had an ongoing bilingual program, a substantial

number of LEP children, and a commitment by teachers and administrators to improve the quality of inservice education that the district provides for teachers. The school district, on the other hand, needed to find a way to conduct research on the needs of teachers, especially those who teach substantial numbers of LEP children. SEDL staff had the research skills needed to help them plan an appropriate research design for the project. Furthermore, the school district was especially interested in insuring that a high quality of inservice education for teachers be maintained, given Judge William Wayne Justice's ruling (U. S. vs. Texas court case, civil action #5281) which mandates bilingual education programs in the state of Texas from kindergarten through high school. If the school district were able to predetermine what types of concerns, feelings and needs that teachers have at the time that bilingual programs initially are being implemented, some of the stresses and negative reactions in dealing with this innovation could be better managed, and misunderstandings could be minimized.

Documentation of the Collaborative Process

In order to fully understand the collaborative relationship between SEDL and the school district it is worthwhile to study the collaborative process, or how the collaboration worked on a day-to-day basis. The brief summary provided below describes how this collaboration took place.

The highest level of staff who were involved in the project included the superintendent of the school district and the director of the bilingual division at SEDL. While communication between the two organizations did occur at this level (especially through telephone calls and written memos), much of the responsibility for the project was delegated to other individuals of a lower echelon. For example, the superintendent appointed the assistant superintendent for curriculum and instruction as the main person responsible

in overseeing the project, and he in turn selected the director of bilingual programs to be the chief contact person who would monitor the project closely and maintain frequent communication with SEDL. The director of the bilingual division at SEDL appointed a staff member to be project director. Thus, the project director and the director of bilingual programs collaborated on a continuing basis throughout the project year.

The director of bilingual programs was responsible for setting up dates and times for teacher meetings at each campus and advisory board meetings at the central administration building. She would also call the principals at the three schools to see if on specified dates given to her by the project director it would be possible for data collection to occur. As the year progressed, she began to delegate some of these tasks to the bilingual coordinator who worked in the bilingual office.

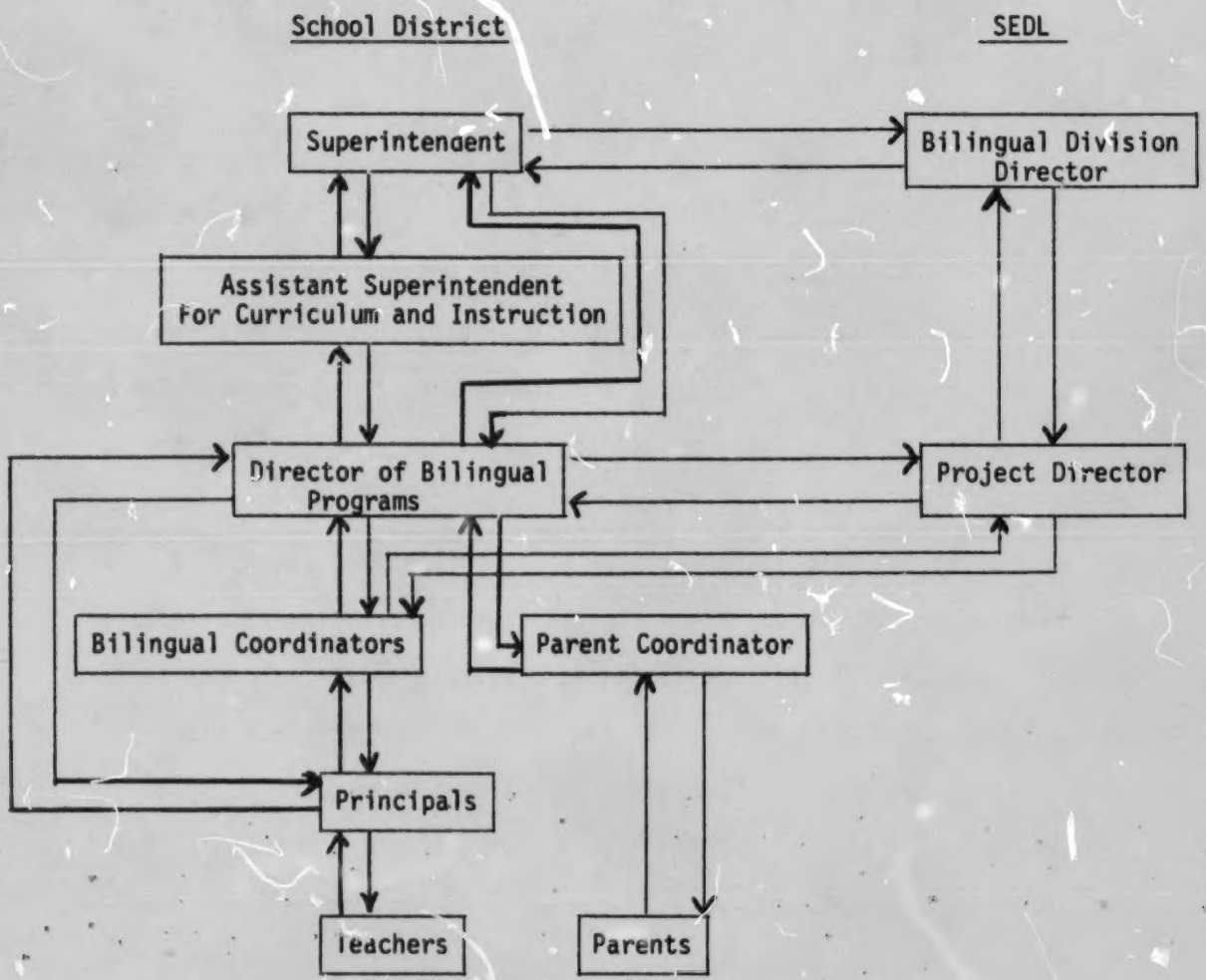
Teachers at each school also were involved in the collaborative process through their participation in project activities, the completion of questionnaires and interviews, representation on the advisory board, etc. They were involved to a great extent in the collaborative review of research findings and offered many suggestions regarding how to interpret the results, as well as the problems inherent in some of the assessment instruments and how to better program inservice education in general so that it would meet teacher needs.

The project director at SEDL, as was already stated, worked closely with the director of bilingual programs to insure that the project was being successfully implemented. He provided the school district with suggested timelines and dates for completion of specified activities, and worked with SEDL's bilingual division director in submitting interim and final reports to NIE. He was also the chairperson at all project meetings and was responsible for collecting all of the data. On several occasions he selected

additional SEDL staff to aid in the collection of data at each of the three schools. A programmer/analyst was then responsible for coding and analyzing the data with computer runs.

Like the individuals mentioned above, the project's advisory board also took on a very important role in the collaborative process. The advisory board meetings which were held at different times during the year were an important mechanism through which parents could be kept abreast of the project's progress and have an opportunity to offer feedback and suggestions for ways of improving the implementation and subsequent impact of the project. Another important function of these meetings was to bring together individuals from all interested groups so that shared power, communication and the decision-making process would be greatly facilitated. For example, it was the only time in which central administrators, principals, parents, and teachers were all represented.

In conclusion, the collaborative process involved a number of individuals, each of whom held different perceptions of the project, but who also were working toward the mutual goal of improving the inservice education training for teachers of LEP children. The following chart does not include all groups of individuals who participated in the collaborative process, but it does show how the lines of communication typically occurred at different levels for both SEDL staff and school district personnel.


School District
SEDL
Superintendent
Bilingual Division Director
Assistant Superintendent For Curriculum and Instruction
Director of Bilingual Programs
Project Director
Bilingual Coordinators
Parent Coordinator
Principals
Teachers
Parents

IV. RESEARCH STRATEGY

General Research Approach

The research approach that was undertaken could be described as having characteristics of both quantitative and qualitative types of methodology. On the quantitative side, an effort was made to measure the needs, concerns and perceptions of teachers regarding the inservice teacher education program of the school district by using structured questionnaires containing Likert-type items. Descriptive statistics were then compiled from the various groups of teachers involved in the study to see how needs and concerns varied across schools, grade levels, content areas, etc.

Qualitative techniques of the general research approach differed from the more quantitative aspects by being more open-ended and yielding more subjective types of information. Ethnographic field notes were a main source of this information. Impressionistic notes were compiled by SEDL staff members at meetings of the advisory board, teachers and administrators. For purposes of optimal documentation, many of these meetings were taped so that the ethnographic notes would be as complete and accurate as possible. It was hoped that the use of these notes would serve two purposes: (1) to provide insight into the interpretation of the results obtained from the assessment instruments; and (2) to aid in the overall documentation process of the implementation phase of the project.

Research Questions

The following general research questions had emerged during the development of the RFP for this project:

1. *What are the effects of locally-conducted, applied research on policy and practice related to the inservice education of teachers of limited English proficient (LEP) students?*

2. *How do research findings on the following affect the design of an inservice education program for teachers of LEP students: (a) teachers' needs for skill and knowledge; (b) teachers' practices; (c) teachers' concerns; and (d) types of programs being implemented?*

Specifically, the data which were collected were to provide information concerning the following: (a) the type of instructional program being implemented; (b) the degree to which teachers implement critical program components; (c) the types of concerns that teachers express about these components; (d) areas in which teachers would like to enhance their professional development; and (e) teachers' perceptions of the current inservice program in their district.

Subjects

The total number of subjects who participated in this research effort were 108 teachers in grades K-5 assigned to teach children of limited English proficiency (LEP). The numbers of teachers at each of the three campuses were very similar. Although all teachers taught LEP students for one or more periods of the day, a further breakdown was performed which defined teachers as being either regular classroom teachers, bilingual teachers or special education teachers. Since the bilingual education program has yet to be fully implemented at the fourth and fifth grade school, most of the bilingual teachers were concentrated at the lower grade levels, especially in grades K-2. Since questionnaires were administered after school during meetings, not all of the teachers completed the questionnaires. Similarly, at two schools, only a portion of teachers were involved in an interview to determine their level of use of program components such as ESL. Instead, because of time limitations, principals at these schools decided which teachers should be interviewed, based upon their involvement with LEP students.

Table 3 shows a breakdown of the number of teachers who completed one or more of the assessment instruments at each of the three schools.

Instrumentation

The instrumentation for this research was developed through earlier work by the Research and Development Center for Teacher Education at Austin, where the CBAM model was developed (1973), and by SEDL in its earlier research on staff development in bilingual schooling. The two CBAM instruments which were modified for use in the research were the Stages of Concern (SoC) questionnaire (1977) and the Level of Use (LoU) Interview (1975). The two instruments developed by SEDL were the Bilingual Classroom Questionnaire (BCQ) and the Professional Development Questionnaire (PDQ). An additional instrument was developed by SEDL especially for this project, called the Survey of Perceptions of Inservice Training.

The purpose of the SoC questionnaire and the LoU interview is to assess where individual staff members stand in relation to the adoption of an innovation. Both instruments are based on the CBAM, which assumes that one way to know for certain whether and how an innovation is being used is to assess directly each individual's concern for and use of the innovation. The model postulates two dimensions along which individuals grow as their familiarization with and use of an innovation increases: Stages of Concern about the innovation (SoC) and Levels of Use of the innovation (LoU). It is further hypothesized that the process of change involved in the adoption of innovations by individuals within formal organizations is a highly personal and lengthy one which affects individuals differently. The SoC questionnaire measures the individual's level of concern about the innovation, while the LoU interview focuses on the behavioral aspects of the individual's involvement with the innovation.

Table 3a
Number of Teachers Who Completed at Least One Instrument

School	Grade	N
School A	K-1	39
School B	2-3	38
School C	4-5	35
Total		112

Table 3b
Number of Teachers at Each School Who Completed Inservice Project Questionnaires

School/Grade	Inservice Survey	Bilingual Classroom Questionnaire	Level of Use Interview	Concerns Questionnaire	Professional Development Questionnaire
School A (K-1)	32	35	37	26	26
School B (2-3)	37	25	16	29	22
School C (4-5)	34	30	13	32	30
Total	103	90	66	87	78

Stages of Concern Questionnaire (SoC). An assumption of the CBAM is that the type of concern which an individual has toward an innovation depends upon the degree of personal involvement with the innovation. Hall, George, and Rutherford (1977) identified seven stages of concern about the innovation. They demonstrated that one's movement through these stages is a developmental process in which earlier concerns must first be resolved (lowered in intensity) before later concerns emerge (increase in intensity). To provide a measure of Stages of Concern, Hall and his colleagues developed a 35-item Stages of Concern Questionnaire which was validated over a three-year period. The SoC Questionnaire was used in cross-sectional and longitudinal studies of 11 different educational innovations and was tested for estimates of reliability, internal consistency, and validity. The extensive psychometric data obtained from these studies enabled Hall, et al., to conclude that the Soc Questionnaire accurately measured Stages of Concern about the innovation.

The SoC Questionnaires consists of three components: (1) an introductory page, (2) 35 test items, and (3) an optional demographic page. The same questionnaire items are used each time, but the name of the innovation is changed on the introductory page. The purpose of the introductory page is threefold: (1) to present the purpose of the instrument; (2) to explain how to complete the instrument; and (3) to indicate which "innovation" the individual is to consider when responding. The next two pages of the questionnaire contain the 35 items to which the individual responds. The respondent marks each item on a 0-7 Likert scale according to the degree to which the item describes a current concern of the individual. The third part of the questionnaire is an optional demographic page which is used to gather information about the respondents. The specific content of the

demographic page varies according to the informational needs of the person or group administering the instrument. The questionnaire can be issued by mail or in person and can be administered to a group or to an individual; it takes approximately 10 to 15 minutes to complete (see Attachment 1).

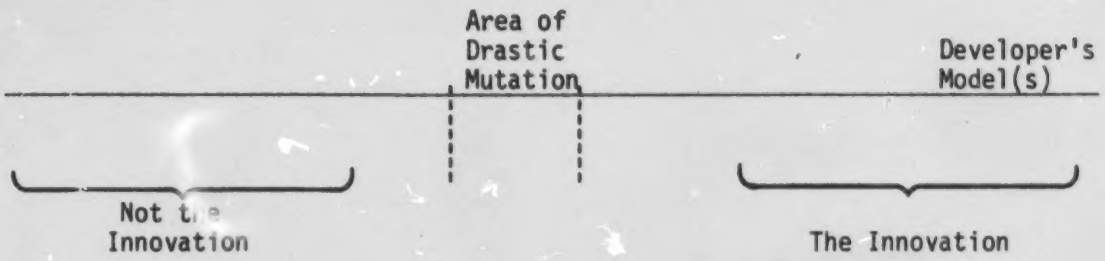
Level of Use Interview (LoU). To measure levels of use, a focused interview was developed which involves a branching format with specific questions and follow-up probes (Loucks, Newlove, & Hall, 1975). Data from research studies on change and evaluation indicate that the eight different LoU's can be reliably measured using the "focused interview" technique (Hall & Loucks, 1977). Furthermore, the results of a study conducted by Hall and Loucks using an ethnographic methodology attested to the validity of the LoU Interview procedure.

An important characteristic of the LoU Interview is that it is not specific to any one innovation, since the same type of questions are asked of all innovations. However, to adapt the LoU Interview to the complex innovation of bilingual education, one needs to specify the frame of reference of the innovation, a process which involves (1) developing a basic definition of the specific component of bilingual education (i.e., Spanish reading) based on existing theoretical considerations; (2) developing probe questions to determine the variations on use ("configurations") of the specific component, as they now exist; and (3) developing guidelines and/or distinguishing characteristics for what constitutes use of the specific component (how often, how long, etc.). Such information is required to develop probe questions prior to the interview that enables the interviewer to obtain the information necessary to make a "use/non-use") decision in the branching question format described earlier.

The length of the LoU Interview varies according to the talkativeness of the user and the degree of personal involvement with the innovation, but usually it takes about 20 minutes. The interview is conducted by a trained interviewer who is thoroughly familiar with the innovation. The interviewer is trained to probe for information related to (1) the overall level of use; (2) the decision points which separate each level; and (3) categorical information that represents additional data points within a level. The interview is tape recorded and later evaluated by trained raters. Five members of the present SEDL research team have been trained and are certified LoU Interviewers and raters. The LoU Interview format is shown in Attachment 2.

Bilingual Classroom Questionnaire (BCQ). One focus of SEDL's earlier work (Domínguez & Tunmer, 1979) was the development of a procedure for determining the configurations of bilingual education programs which are being implemented. For many innovations it is possible to identify key characteristics or components, so that variations in the innovation can be observed. Specific innovation configurations are operationally defined in terms of variation in the selection and use of innovation components. Hall and Loucks (1978) describe a procedure for identifying configurations which involves determining the components and component variations that describe the innovation in use. As the number of components and variations within components increases, there is a corresponding increase in the number of configurations for a given innovation. For innovations having a large number of components, such as bilingual education, it is necessary to select the "key" components of the innovation in order to reduce the number of possible configurations to a manageable set of dominant patterns.

In their paper Hall and Loucks also discuss the notion of a "configuration continuum," which follows:



At the far right of the continuum lies the developer's model. As additional variation in the original model is introduced, the resulting configurations approach the Area of Drastic Mutation, the zone beyond which modified forms of the original innovation are no longer accepted as the innovation.

Applying the concepts of innovation component and configuration continuum to the innovation of bilingual education, SEDL has developed a continuum of 14 possible dual-language program structures, each being defined in terms of variation on three major components:*

1. Percent of instruction time of language arts which is devoted to Spanish language arts (i.e., reading and writing in Spanish and Spanish oral language development).

2. Percent of instruction time of content areas other than language arts which is taught in Spanish (i.e., mathematics, science, social studies, music, etc.).

3. Grade levels at which such instruction is provided.

In sum, the three most important distinguishing instructional variables seem to be amount of instruction of the language, amount of instruction in the language, and the grade levels at which such instruction is provided.

The type of possible dual-language program structures range from those in which very little Spanish is included in the curriculum to those in which

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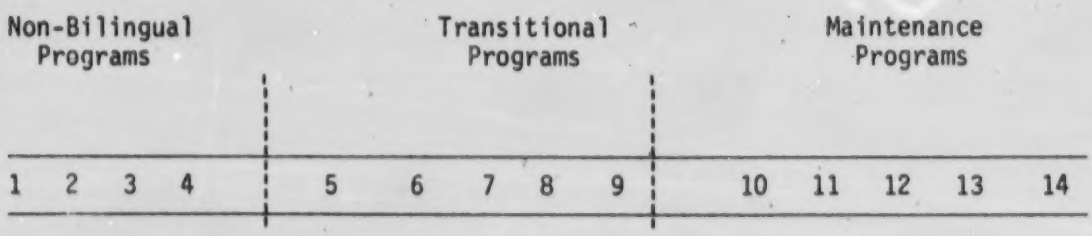
*Dr. Ernesto Zamora of the Texas Education Agency worked closely with the staff in developing the continuum and is largely responsible for providing definitions of the 14 program structures.

both English and Spanish are used as the medium of instruction in all curricular domains. As shown below, the continuum of program structures may be divided into three groups: (1) programs which do not satisfy minimum requirements to be classified as bilingual programs, (2) transitional programs, and (3) maintenance programs.



The division between non-bilingual programs (1-4) and the remaining two groups of programs (5-14) provides the basis for a definition that may be used in making the "use/non-use" decision described earlier. It is also the analog to the Point of Drastic Mutation of configuration continuums.

Transitional programs are those in which Spanish is utilized as an instructional vehicle solely to facilitate the acquisition of English language skills. Instruction in Spanish is provided in decreasing amounts as instruction in English is increased in each successive grade level until all of the curriculum is taught in English. In essence, the ultimate aim is to exit the child from this dual-language curriculum to a single-language curriculum (i.e., the regular English-only program). Maintenance programs also utilize both languages as vehicles for teaching and learning, but unlike transitional programs, after instruction in Spanish is gradually decreased and English increased, instruction continues on a 50/50 basis at a predetermined point as the student advances in grade level. By maintaining and developing both languages throughout the educational program, the ultimate aim is for the student to become bilingual-bicultural with a capacity to think and function in either language.

Once a set of variables or components is derived which differentiate between program types, the next step is to develop a process to gather data on configurations of bilingual education programs in the field. Ideally, the determination of program type would be based on extensive classroom observations and/or teacher interviews. In most cases, however, such an approach would greatly exceed the resources of the school district. The SEDL staff, therefore, decided in its earlier research to develop a questionnaire that would solicit the following kinds of information from each teacher involved in a bilingual education program:

1. *What subject areas and/or instructional activities are provided to the teacher's homeroom students throughout the day? (Concurrent activities are listed separately.)*

2. *For how long is the instruction provided and what is the anticipated duration of the activities (e.g., two weeks, one day each week, all year long, etc.)?*

3. *What are the language classifications of the student or group of students within each instructional activity (balanced bilingual, monolingual English, monolingual Spanish, Spanish dominant, etc.)?*

4. *Who is the primary instructor of the activity (teacher, teacher aide, resource teacher)?*

5. *In what language is the activity conducted (including both language of instruction and language of materials)?*

It was felt that a questionnaire requiring such information on each student in the classroom would be asking too much of the teacher's time. The SEDL staff, therefore, developed, pilot-tested, and refined the Bilingual Classroom Questionnaire (see Attachment 3) which has the teacher provide a written daily schedule of classroom activities. For each activity, the teacher is asked to check off the language categories of the students, the primary instructor, the language of instruction, and the language of materials.

Professional Development Questionnaire (PDQ). In its earlier research, SEDL found that the information provided by the LoU Interview, the SoC

Questionnaire, and the BCQ did not adequately address the needs of teachers in bilingual programs. Given the complexity and scope of bilingual education, an additional instrument was called for to provide data on teachers' perceived needs for skills and knowledge related to the instruction of LEP students. The Professional Development Questionnaire was, therefore, developed by SEDL as a supplement to the other instruments (see Attachment 4). The PDQ consists of 62 items which were drawn from published competency lists based on the opinions of experts and on research studies available in the literature on bilingual education and teacher effectiveness. The items are organized into eight different topic areas, including general information; planning for instruction; instruction of content areas; management; linguistic skills; culture; assessment and evaluation; and school-community relations.

Survey of Perceptions of Inservice Training. This instrument was developed especially for use in the research project so that data would be available concerning the perceptions that teachers have regarding the current inservice education program as run by the school district. The survey includes a number of Likert-type items and checklists. At the end of the survey are several open-ended questions in which teachers are asked to describe the strengths and weaknesses of the current inservice program and to provide their view of what an ideal program might look like. This instrument is included in Attachment 5.

Data Collection and Procedures

The data in most cases were collected from teachers at each school during individual interviews and at faculty meetings. At two of the schools teachers who were unable to attend the meetings with the project director were permitted to complete the questionnaires at their own convenience and submit them at a later date. Ethnographic field notes were also collected at these meetings by the project director. A discussion of what took place at these meetings with teachers can be found in Attachment 6.

Teacher meetings at each campus. The meetings varied from one to one and one-half hours and all were conducted immediately after class dismissal, during the normal working hours of the teachers. There were clearly some advantages and disadvantages in having these meetings. Some of the advantages of the group format were efficiency and clear channels of communication. Questionnaires were administered to all teachers at a school simultaneously and it was not necessary to have to remind them at a later date to complete the questionnaires. Any questions concerning the meaning of questionnaire items, the purpose of specific questions, etc., were directed to the staff member from SEDL who was present at the meeting. This direct communication probably resulted in a higher validity of the teachers' responses.

On the other hand, having the meetings after school had disadvantages also. Teachers were tired by 3:00 p.m. and were not able to work as well as they might have if the meetings could have been held in the morning. For some teachers, especially the ones who are overworked, this last hour of the working day is cherished as a time to do individual planning. Rather than overburdening the teachers with too many test instruments at a given meeting, several meetings were held at each school, with no more than two-three questionnaires being completed during any given meeting.

Teacher Interviews (LoU). All of the individual interviews with teachers were conducted at each campus within a two-month period, from December 15, 1980 to February 10, 1981. By taping the interview it was possible for a trained Level of Use rater to judge the extent to which the instructional component was being implemented (ESL, Spanish reading, etc.). In addition, the interview provided the only structured time in which teachers could talk individually to a SEDL staff member about their feelings and ideas concerning the inservice program. Some of the teachers seemed to appreciate this opportunity to be listened to and for their ideas as professional teachers to be respected (see Attachment 7).

Meetings with Advisory Committee and with Central Administrators. At certain times during the school year meetings were held with central administrators or with the advisory committee for the purpose of maintaining adequate communication links between SEDL and the school district and receiving information regarding the progress of the project, along with corrective feedback for the implementation of future project activities. Thus, these groups of individuals helped to monitor the progress of the project and were involved in what is commonly referred to as formative evaluation or process evaluation.

The meetings with central school district administrators were attended by principals, instructional coordinators, bilingual coordinators, the director of programs for bilingual and special education, the superintendent, assistant superintendent and SEDL researchers. The main meetings occurred in October 1980 and April 1981. The first meeting served as a planning meeting while the latter meeting was convened to discuss some of the preliminary results obtained from the teachers which were relevant to the district's inservice program. The notes which were taken at these meetings are shown in Attachment 8.

The meetings of the advisory committee were different from those of central administrators in both the numbers and types of individuals invited. The advisory committee meetings were much smaller and consisted of more diverse groups of individuals from the community as well as the school district. Principals, the bilingual program director, and teacher and parent representatives from each school were invited to the meetings. Thus, the advisory committee solicited help from the community and it was felt that parents should be involved in decision making if they desired, since their children would be the indirect beneficiaries of any changes made in teacher inservice education.

While several parents did attend these meetings, their low attendance generally was disappointing. Perhaps the meetings should have been held at local schools or private residences rather than in the board room of the administration building. An attempt was made to at least move the April 1981 meeting to the bilingual director's office, but only one additional parent showed up. If the project were to be replicated, it would be wise to make special attempts to involve parents in the planning of the project from the very beginning.

At the onset of the project, the advisory committee reviewed copies of the proposed questionnaires to be used with teachers. As a result of their assessment of these instruments, several changes were made in the instruments before being sent to teachers. For example, one pilot instrument, The Survey of Perceptions of Inservice Training, was slightly revised and shortened because of some helpful comments generated by members of the committee.

Later on in the project SEDL provided the committee with the preliminary results obtained from questionnaires, interviews and ethnographic field notes. They were asked to study the data carefully to determine which

findings would be of the most interest to teachers and be the most relevant for considering changes in the inservice education program for teachers of LEP children. This was an important task to accomplish because only one to one and one-half hours would be set aside to report data to teachers at each of the three schools.

The committee decided that each teacher should receive a copy of all of the main results, including summary tables and graphs, but that not all of the results be discussed at the meetings. It was recommended that the Professional Development Questionnaire and the Concerns Questionnaire be given priority for discussion at the meetings, and several of the advisory committee members felt that the teachers might be able to aid in interpreting some of the findings.

All of the advisory committee meetings were recorded on tape. Notes from these meetings can be found in Attachment 9.

V. DATA ANALYSIS

Types of Analyses Performed

Because of the nature of the data it seemed appropriate to use mainly descriptive as opposed to more experimental types of analyses.

Since not all teachers completed every assessment instrument, either because of absence from the meetings or because an instrument was not relevant for their particular job assignment, the numbers of respondents in each category often were small or unequal. Hence, frequencies, percentages and raw numerical data were used often in the interpretation of the data.

The preliminary computer runs were done on all teachers as one group, but while these data could give administrators and teachers an overall view of the results, they did not distinguish among various subgroups of the population. It was thought to be more meaningful, then, to perform separate analyses in order to determine the extent to which responses differed from regular classroom teachers, bilingual education teachers and special education teachers. In addition, separate analyses were performed for the three schools.

Professional Development Questionnaire. Items on this questionnaire tapped areas in which teachers desired more inservice training. Each item was rated by teachers on a 4-point scale. The extent of need for training in a given area would be rated either "not desired," "to a little extent," "to an average extent," or "to a great extent."

Frequency runs by computer showed the numbers and percentages of teachers who rated each item using the 4-point scale. Data were available both for all teachers who completed the questionnaire as well as for regular classroom, bilingual education and special education teachers. Tables were compiled for each group of teachers showing the items rated "to a great

extent" or "not desired" by the largest number of teachers. The reason for reporting the items rated as "not desired" was to pinpoint those areas in which teachers already felt competent or simply did not have a need for more training. By knowing this information the school district would be able to revise the content of its inservice program accordingly.

Concerns Questionnaire. Depending upon the specific subject areas taught, the teachers were asked to state their concerns regarding the teaching of ESL, Spanish reading, English reading for LEP children or Spanish math. Since the questionnaire has been used in numerous research studies by the Research and Development Center at the University of Texas, the 35 test items were already normed as to "Stages of Concern"; a computer program was used to generate profiles both for individual teachers and for groups of teachers which showed their percentiles at each of the seven stages of concern.

While these profiles may have been interesting and useful to some individual teachers, they did not yield information which was specific enough to be relevant for planning an inservice program for teachers. As a secondary analysis of the data, then, a tally was made to determine which items had been rated of highest concern by each of the three groups of teachers and at each of the three schools.

Bilingual Classroom Questionnaire. The computer analysis of data from this questionnaire yielded a voluminous printout about two inches thick. The main information obtained from the analysis was the proportion of instructional time during the school day devoted to English as opposed to Spanish for all content areas, major content areas only, and language arts. In addition, this time was further divided to show the proportion of English versus Spanish instructional time received by children of varying degrees of

bilingualism. The printout provided the above information for all classroom teachers averaged together, for all teachers at specific schools, for bilingual teachers only, and for each of 89 individual teachers.

Survey of Perceptions of Inservice Training. There were several types of analyses performed on the data from this instrument. Teachers rated the first 16 items on a 5-point Likert scale from "not at all true" to "completely true." Overall tallies showed the numbers of teachers who rated each item at different levels of the 5-point scale. The frequency distributions were then studied for possible interactions, and secondary analyses were run to detect the presence of significant differences across schools. The next 8 items were checklists dealing with various procedures, incentives, collaborating agencies, etc., relevant to the district's inservice program in recent years. Raw frequencies were counted for each of these items to get an overall picture of the teachers' responses. The final 3 items were open-ended in format and teachers were asked to give their views regarding the strengths and weaknesses of the current inservice program. Analyses for these items were done by hand. The numbers and percentages of teachers who mentioned the same strengths and weaknesses were tallied and placed in rank order as to frequency of occurrence.

Level of Use Interview. The LoU Interview was the only one of the five assessment instruments to be recorded on tape. During these interviews the teachers were asked to discuss the implementation of an instructional innovation in the classroom. A trained LoU rater from SEDL later listened to the tapes carefully to determine the extent to which each teacher was implementing the innovation in regards to sharing, assessing, performing, acquiring new knowledge, etc. An overall "level of use" was then assigned to each teacher based upon the pattern of implementation. Finally, a tally

was made for each school of the numbers of teachers at each level of use for the different innovation components.

VI. DISCUSSION OF FINDINGS

Some of the most important findings only from each of the five assessment instruments briefly are discussed below. A series of tables which present a more comprehensive view of the results can be found in Attachment 10. Some of the teachers' comments, suggestions and reactions to the test instruments can be found in Attachment 11.

Professional Development Questionnaire. A rank order of the items on the PDQ showed that the areas of greatest need for teacher training were for "teaching reading" and "attending to behavior problems." More than half of all teachers completing this questionnaire felt that these areas were needed to a great extent. Specifically, when teachers were asked to tell why these two areas were given such a high priority, they stressed the need for all children to learn basic skills and to be able to read well. Also, the problems caused by ineffective classroom management take precious time away from the instruction of major content areas. One of the principals pointed out that all teachers could benefit from more workshops in the area of assertive discipline.

Several other areas which were of a slightly lower priority but were viewed as being needed to a great extent by more than 40% of all teachers were "attending to individual student differences" and "organizing materials and resources." Perhaps this results from the reality of desegregation in the schools and the fact that teachers now must deal with heterogeneous groups of children who have differing needs and abilities. It seems to be a positive sign that teachers are concerned with attending to the special needs of children, since it reflects their sensitivity to the importance of promoting every child's educational development.

In addition to the above results for all teachers, the bilingual teachers who responded to this questionnaire rated several other areas as being of a high priority for training: fostering the acceptance and appreciation of cultural diversity and determining when a child is ready to transfer skills learned in the first language to the second language. Bilingual teachers realize the need for the mutual acceptance and appreciation of cultural diversity by school children from different ethnic backgrounds so that better understanding is achieved. The second area mentioned, transferring skills from L1 to L2 is an area which bilingual teachers across the United States are concerned with and which is in dire need of more research. Simply conducting inservice workshops in this area would not totally eliminate the need of teachers for more training in the future.

Interestingly enough, one of the areas which all teachers (including bilingual teachers) rated as "not desired" was to receive training in the philosophy and theory of bilingual education. When teachers were asked why this was of such a low priority the most common response was that they were tired of attending workshops stressing theory which could not readily be applied to the classroom. This type of statement has, of course, been made with increasing frequency by teachers throughout the nation, and suggests that some changes need to occur in inservice programs to insure that the needs of teachers are being met. It would have been less disturbing if teachers had said that they already knew a great deal about the philosophy and theory of bilingual education, but this was not the case; instead, the inability to apply these concepts was discouraging them to pursue further training in the area.

Concerns Questionnaire. This instrument was designed to measure the types of concerns that teachers have toward educational innovations such as

ESL, Spanish reading and English reading for LEP students. Only those teachers who were actually teaching in one of these areas were to complete the questionnaire. In the case of ESL, teachers from all three schools were very concerned with determining how to supplement and enhance the current ESL program. The need for a continuum of skills that teachers could use to evaluate a child's level of performance was suggested by several teachers as a means of enhancing the program. Other teachers admitted that they were not sure if they were providing the students with appropriate instruction. The lack of a structured ESL program may have caused the teachers at two of the schools to be concerned about not having enough time to get organized each day.

Some of the same concerns that had been expressed toward ESL were also noted in teaching English reading to LEP students. In addition, teachers were concerned about students' attitudes toward English reading. When asked to elaborate on their responses, they said that the children need to be motivated to read so that they will learn faster and enjoy their reading. At two of the schools, coordination of tasks and people is taking too much of the teachers' time. One reason for this, at least at the K-1 school, was that an open classroom environment results in teachers having to deal with numerous groups of children throughout the day. Teachers working in self-contained classrooms, on the other hand, do not have to deal with this situation to the same degree.

For bilingual teachers teaching Spanish reading, some of the strongest concerns were to know what other faculty are doing in the area and to determine how to supplement and enhance the Spanish reading program. In other words, teachers feel that the program could be improved, especially if better materials can be found or developed. Several of the teachers had

criticized some of the Spanish curricula for not being appropriate for the children, either because of difficulty level or dialect differences. Other concerns were very similar to those already mentioned by teachers of English reading to LEP students (i.e., attitudes toward English reading).

Level of Use Interview. A total of 82 interviews were conducted regarding the implementation of whichever innovation the teachers had responded to on the Concerns Questionnaire. Results of the ratings of each teacher's Level of Use (LoU) showed that teachers had been rated at one of four levels of the LoU scale. Slightly more than half of the teachers were rated as "Routine" users in which the innovation is being implemented with few or no changes being made and with minimal problems of management and organization. The next most commonly rated level was that of "Refinement" in which the teacher has mastered the innovation to the point that she/he has the resources to implement changes in order to increase the overall impact of the innovation on the students. Roughly 25 percent of the interviews were rated at the Refinement level.

An additional 12 interviews were rated as "Mechanical." Teachers at this level experience mild to severe problems in being able to implement the innovation, with poor organization of materials, inadequate planning, lack of behavioral management of students, etc. At least some of the teachers who had been rated "Mechanical" were either new to bilingual education or in their first year of implementing the innovation. With additional experience and training, one would expect the level of implementation to improve to at least the "Routine" level.

Several teachers were judged to have reached the "Integration" level in which they are similar to teachers at the "Refinement" level except that they now spend much time collaborating and sharing with other teachers in

order to combine their resources for a collective impact on students.

In conclusion, teachers who were interviewed as to Level of Use were found to be at different stages in the implementation process. It would seem desirable for new teachers and teachers who are having difficulty implementing the innovation to participate in a carefully planned inservice program geared to their needs. On the other hand, those teachers who have experienced much success in the implementation process could serve as role models and could help direct the inservice activities.

Bilingual Classroom Questionnaire. The results from this questionnaire were viewed by some teachers to be invalid; thus, they will probably not aid in designing an inservice program for teachers. Most teachers seemed to feel that the patterns obtained did not reflect what actually goes on in the classroom. For example, bilingual Spanish dominant children in kindergarten received an average of only 16% of their language arts' instructional time in Spanish, with 84% of the time being devoted to English.

Teachers were asked at campus meetings to try to explain why the results might be invalid. Several teachers felt that the language classification system had been confusing and that they had interchanged the English dominant and Spanish dominant bilingual students. Others may have been overwhelmed in completing the questionnaire since some teachers were rather rushed when the questionnaire was administered and they may not have understood the instructions. Another reason may have been the fact that the questionnaire does not ask for the exact numbers of students of a given language classification who are being instructed during a specified time period. For example, if a teacher checked the category of Spanish Dominant for an ESL class of 30 minutes each day, it is not possible to determine whether only one Spanish Dominant student was involved or whether there were 25 Spanish Dominant students, etc.

Survey of Perceptions of Inservice Training. The purpose of this instrument was to assess all teachers' knowledge and feelings toward the district-wide inservice program. Results were very informative to both administrators and teachers; only the most striking results will be discussed here.

Teachers were very much in agreement with the first Likert-type item of the survey. In fact, of 103 teachers, no one disagreed with the statement that "teachers should be given the authority to choose the type of inservice training program that they feel is appropriate for their school district." Thus, teachers in this school district seem to demand a more active rather than passive participation in the decisions that affect inservice training. Along the same token, they believe that their superiors do not understand their needs and should not attempt to diagnose their competencies. Only 33% of all teachers agreed that "principals and district administrators should diagnose the competencies of each teacher to determine the type of inservice training needed.

Another area in which teachers were united concerned the implementation of skills acquired in inservice training. About two-thirds of the teachers agreed that there is not enough assistance and feedback offered to teachers in implementing new knowledge and skills acquired through inservice training.

The time when inservice sessions should be scheduled was another issue which teachers viewed to be important. While virtually all teachers felt that to conduct inservice training during regular school hours is appropriate, almost two-thirds felt that to have inservice sessions immediately after school would be inappropriate. Only one teacher felt that weekends would be acceptable and virtually no teachers wanted to have inservice sessions planned during evening hours. Since inservice sessions in past years have

sometimes occurred on weekends or after school these results were important for the administrators to be made aware of.

At the end of the survey teachers were asked to note strengths and weaknesses of the current inservice program. There were 30 of a total of 75 teachers (or 40%) who stated that the fact that teachers choose topics for inservice sessions is a major strength of the district's program. Also, 16% stressed that the current inservice program is an improvement over ones from past years. However, 31% of the teachers listed irrelevant sessions and materials as representing a major weakness. An additional 15% felt that presenters of inservice sessions are inadequate.

When asked how one should go about planning inservice sessions, the most common responses were as follows: to survey teachers for topics; individualize inservice for each teacher and perform careful followup of training; hire more competent speakers; and schedule inservice workshops during the school day.

The next, and final section of this report reveals that at least some administrators have become attuned to the needs of teachers, as obtained in this study. A brief summary of the changes planned for the 1981-1982 school year are presented in the next section.

VII. CHANGES MADE IN 1981-1982 INSERVICE PROGRAM

As of September 1981, several changes related to inservice teacher education had already been made and others were being planned as a result of SEDL's research study. The main changes that are being made deal with inservice for bilingual education teachers; thus, the changes will affect a large number of limited English proficient (LEP) students. While district administrators had already known before the study began that changes in the inservice program were needed, the study provided them with concrete data upon which to base these changes.

According to the director of bilingual education for the school district a number of changes will be made in bilingual inservice when compared to last year's program. The following list comprises the major changes that are being implemented:

- *Teachers are to decide for themselves what types of sessions they would like to have and what topics should be discussed. Last year, bilingual teachers were told which sessions to attend.*
- *Although teachers will have a major role in choosing topics for inservice training, administrators will still be able to veto teachers' decisions, in the event of conflicts (i.e., administrators may feel that some aspects of bilingual education theory are essential to include in the inservice plan, especially for certain teachers).*
- *Inservice training will be individualized as much as possible, especially for new teachers.*
- *Inservice sessions which were formerly held on Saturdays will be scheduled during the regular school day and will be ongoing.*
- *An increased emphasis will be made in looking at the special needs of teachers, depending upon the school and grade level at which they teach.*

In addition to the above changes, the English as a Second Language (ESL) program is being modified drastically in the following ways:

- *Since teachers expressed a strong need for more help and training in ESL a structured continuum of skills will be developed to serve ESL teachers from grades 2-6. Last year the continuum of skills existed for grades K and 1 only.*

- *ESL teachers will receive individualized inservice training, with teachers in the same schools collaborating with each other as much as possible.*

- *Teachers may now teach ESL during a scheduled class period or they may opt to incorporate ESL into the class curriculum throughout the day.*

- *While much leeway is given to teachers concerning the manner in which they implement ESL, they will be accountable for the quality of their performance and will be monitored.*

Implications and Conclusions

An important implication emerging from the study is that school districts might be wise in trying to individualize their inservice programs for teachers as much as possible since teachers appear to be quite heterogeneous in educational background, experience, ability and professional interests. This individualization of training, however, should be the direct result of a comprehensive needs assessment similar to the one conducted in this study.

In conclusion, the fact that changes were made in the school district's inservice education program for bilingual teachers as a direct result of the findings from this study attest to the success of the study in fulfilling its purpose. Not only were changes made in the inservice program but the development of English as a second language (ESL) materials for teachers of LEP children also occurred because of the study's findings. What will be important to follow up in the future will be the reactions of teachers to these changes, and ultimately, it will be important to determine whether LEP children are in fact benefiting in their education from an improved effort to meet their special needs.

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Attachment 1

Stages of Concern Questionnaire (SoC)

Division of Bilingual & International Education
Bilingual Inservice Project (San Marcos CISD)

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Concerns Questionnaire

Name _____

Date Completed _____

It is very important for continuity in processing these data that we have a unique number that you can remember. Please use:

Last 4 digits SS# ___ ___ ___ ___

The purpose of this questionnaire is to determine the concerns of people involved in the bilingual education adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs of instruction to many years of experience with them. Therefore, a good part of the items may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

0 1 2 3 4 5 6 (7) This statement is very true of me at this time.

0 1 2 3 (4) 5 6 7 This statement is somewhat true of me now.

0 (1) 2 3 4 5 6 7 This statement is not at all true of me at this time.

(0) 1 2 3 4 5 6 7 This statement seems irrelevant to me.

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with English reading for LEP students. We do not hold to any one definition of English reading for LEP students, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with English reading for LEP students.

Thank you for taking time to complete this task.

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Procedures for Adopting Educational Innovations/CBAM Project
R&D Center for Teacher Education, The University of Texas at Austin

Oct/1980

0 1 2 3 4 5 6 7 Not true of me now — Somewhat true of me now — Very true of me now								
1. I am concerned about LEP students' attitudes toward English reading.	0	1	2	3	4	5	6	7
2. I now know of some other English reading programs that might work better.	0	1	2	3	4	5	6	7
3. I don't even know what English reading for LEP students is.	0	1	2	3	4	5	6	7
4. I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5. I would like to help other faculty in their use of English reading for LEP students.	0	1	2	3	4	5	6	7
6. I have a very limited knowledge about English reading for LEP students.	0	1	2	3	4	5	6	7
7. I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
8. I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9. I am concerned about revising my use of English reading for LEP students.	0	1	2	3	4	5	6	7
10. I would like to develop working relationships with both our faculty and outside faculty using English reading for LEP students.	0	1	2	3	4	5	6	7
11. I am concerned about how English reading affects LEP students.	0	1	2	3	4	5	6	7
12. I am not concerned about English reading for LEP students.	0	1	2	3	4	5	6	7
13. I would like to know who will make the decisions regarding English reading for LEP students.	0	1	2	3	4	5	6	7
14. I would like to discuss the possibility of using English reading for LEP students.	0	1	2	3	4	5	6	7
15. I would like to know what resources are available if we decide to adopt English reading for LEP students.	0	1	2	3	4	5	6	7
16. I am concerned about my inability to manage all that English reading for LEP students requires.	0	1	2	3	4	5	6	7
17. I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18. I would like to familiarize other departments or persons with the progress of English reading for LEP students.	0	1	2	3	4	5	6	7

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0 1 2 3 4 5 6 7									
Not true of me now			Somewhat true of me now				Very true of me now		
19.	I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20.	I would like to revise the instructional approach of English reading for LEP students.	0	1	2	3	4	5	6	7
21.	I am completely occupied with other things.	0	1	2	3	4	5	6	7
22.	I would like to modify our use of English reading for LEP students based on the experiences of our students.	0	1	2	3	4	5	6	7
23.	Although I don't know about English reading for LEP students, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24.	I would like to excite my LEP students about their part in English reading.	0	1	2	3	4	5	6	7
25.	I am concerned about time spent working with nonacademic problems related to English reading for LEP students.	0	1	2	3	4	5	6	7
26.	I would like to know what the use of English reading for LEP students will require in the immediate future.	0	1	2	3	4	5	6	7
27.	I would like to coordinate my effort with others to maximize the effects of English reading for LEP students.	0	1	2	3	4	5	6	7
28.	I would like to have more information on time and energy commitments required by English reading for LEP students.	0	1	2	3	4	5	6	7
29.	I would like to know what other faculty are doing in the area of English reading for LEP students.	0	1	2	3	4	5	6	7
30.	At this time, I am not interested in learning about English reading for LEP students.	0	1	2	3	4	5	6	7
31.	I would like to determine how to supplement, enhance or replace English reading for LEP students.	0	1	2	3	4	5	6	7
32.	I would like to use feedback from LEP students to change English reading.	0	1	2	3	4	5	6	7
33.	I would like to know how my role will change when I am using English reading for LEP students.	0	1	2	3	4	5	6	7
34.	Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35.	I would like to know how English reading for LEP students is better than what we have now.	0	1	2	3	4	5	6	7

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PLEASE COMPLETE THE FOLLOWING:

1. School District _____

2. School Name _____

3. Teacher Name _____

4. Grade(s) you currently teach: (check one more more)

   K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Other, specify _____

5. Number of years at present school _____

6. Check title of your job at present school: Teacher ___ Aide ____

   Specialist _____ Other, specify _____

7. How long have you been teaching in a bilingual classroom, not counting this year?

   never ___ 1 year ___ 2 years ___ 3 years ___ 4 years ___

   5 years or more ____

8. In your use of bilingual education, do you consider yourself to be a:

   nonuser ____ novice ____ intermediate ____ old hand ____

   past user ____

9. Proficiency in Spanish: excellent ____ fair ____ poor ____

10. What is your Texas Education Agency certification status? (Check one)

    ___ State Certified Teacher with Bilingual Endorsement

    ___ State Certified Teacher with Special Assignment Permit

    ___ State Certified Teacher with NO Bilingual Endorsement or Special Assignment Permit

    ___ Currently teaching on an Emergency Certificate

    ___ Other, specify _____

11. Have you received specialized training in bilingual education? Yes ___ No ___

    If yes, what type of training did you receive (check one or more)?

    ____ college course(s) ____ district sponsored workshop(s)

    ____ TEA/Service Center 30-hour Institute

    ____ Other training (specify type and length) _____

    _____

12. Highest degree earned: Associate ___ Bachelor ___ Masters ___ Doctorate ___

13. Year degree earned _____

Attachment 2

Level of Use Interview (LoU)

LoU INTERVIEW

NONUSER

HAVE YOU EVER TAUGHT _____ IN THE PAST? IF SO, WHEN?
WHY DID YOU STOP?

IF YES:

CAN YOU DESCRIBE FOR ME HOW YOU ORGANIZED YOUR USE OF _____?

WHAT PROBLEMS YOU FOUND?

WHAT EFFECTS IT APPEARED TO HAVE ON STUDENTS?

WHEN YOU ASSESS _____ AT THIS POINT IN TIME, WHAT DO YOU SEE AS THE STRENGTHS AND WEAKNESSES?

ACQUIRING INFORMATION: ARE YOU CURRENTLY LOOKING FOR ANY INFORMATION ABOUT _____?

WHAT KINDS?

FOR WHAT PURPOSES?

0/I-II HAVE YOU MADE A DECISION TO USE _____ IN THE FUTURE?

I/II IF SO, WHEN WILL YOU BEGIN USE?

CONFIGURATION HUNT

Spanish Reading

ARE YOU CURRENTLY TEACHING SPANISH READING?

(If NO - Ask NONUSER questions.)

If YES - Ask the following:

PLEASE DESCRIBE FOR ME THE STRUCTURE OF THE SPANISH READING PROGRAM IN YOUR CLASSROOM.

If needed, ask the following questions to search out minimum criteria:

1. What materials do you use? Are you using the Spanish version?
2. Who is it taught to (language classification of students)?
3. How much time is spent in Spanish reading each day/week?
4. Is there a period specified in the Daily Schedule?

ESL

1. Do you have children in your class of limited English-speaking ability?
2. Do you do anything different in oral English development for these children that you would not normally do for monolingual English-speaking children of the same age? If YES - proceed; If NO - go to NONUSER.
3. Do you do this consistently?
4. Is this something you do frequently (daily? amount of time?)?

CONTENT AREAS

1. Now let's talk about the content areas. Is there any content area (math, science, social studies) that you teach the concepts first in Spanish?

   If YES - proceed; If NO - go to NONUSER.

2. Single out the area, or one of the areas mentioned, and ask. "Do you do this consistently?"
3. Is this something you do frequently (daily? amount of time?)?

Minor Content Areas — Proceed as in CONTENT AREAS above.

CULTURE

1. Tell me about any kinds of things that you do that might fall in the area of CULTURE IN THE CLASSROOM.
2. To whom is this taught (language classification of the students)?
3. Do you do this consistently?
4. Is this something you do frequently (daily? amount of time?)?

USER

ASSESSING/ KNOWLEDGE

WHAT DO YOU SEE AS THE STRENGTHS AND WEAKNESSES OF YOUR OWN PROGRAM OF _____?

HAVE YOU MADE ANY ATTEMPT TO DO ANYTHING ABOUT WEAKNESSES? (PROBE THOSE THEY MENTIONED SPECIFICALLY.)

ACQUIRING INFORMATION

ARE YOU CURRENTLY LOOKING FOR ANY INFORMATION ABOUT _____?

WHAT KIND?

FOR WHAT PURPOSES?

LoU V

DO YOU WORK WITH OTHER PEOPLE IN YOUR USE OF _____?

HAVE YOU MADE ANY CHANGES IN YOUR USE OF _____ BASED ON THIS JOINT EFFORT?

IF YES:

1. HOW DO YOU WORK TOGETHER?
2. HOW OFTEN?
3. WHAT DO YOU SEE AS THE EFFECTS OF THIS COLLABORATION?
4. ARE YOU LOOKING FOR ANY PARTICULAR KIND OF INFORMATION IN RELATION TO THIS COLLABORATION?
5. DO YOU TALK WITH OTHERS ABOUT YOUR JOINT EFFORT (collaboration)? IF SO, WHAT DO YOU SHARE WITH THEM?
6. HAVE YOU ASSESSED, EITHER FORMALLY OR INFORMALLY, HOW YOUR COLLABORATION IS WORKING?
7. WHAT PLANS DO YOU HAVE FOR WORKING TOGETHER IN THE FUTURE?

   IF YES, ask next question; if NO, proceed to sharing.
8. ARE YOU CONSIDERING OR PLANNING TO MAKE MAJOR MODIFICATIONS OR REPLACE _____ AT THIS TIME?

SHARING

DO YOU EVER TALK WITH OTHERS ABOUT _____?

ASSESSING

(HAVE YOU CONSIDERED ANY ALTERNATIVES OR DIFFERENT WAYS OF DOING THINGS WITH _____?)

ARE YOU DOING ANY EVALUATING? EITHER FORMALLY OR INFORMALLY, THAT WOULD AFFECT YOUR USE OF _____?

HAVE YOU RECEIVED ANY FEEDBACK FROM STUDENTS THAT WOULD AFFECT THE WAY YOU'RE TEACHING _____?

WHAT HAVE YOU DONE WITH THE INFORMATION THAT YOU GET?

III/IVA/IVB HAVE YOU MADE ANY CHANGES RECENTLY IN HOW YOU USE _____ ?

WHAT?

WHY?

HOW RECENTLY?

II/IVA/IVB ARE YOU CONSIDERING MAKING ANY (OTHER) CHANGES?

PLANNING/ STATUS REPORTING IN LOOKING AHEAD TO LATER THIS YEAR, WHAT PLANS DO YOU HAVE IN RELATION TO YOUR USE OF _____?

III-V/VI ARE YOU CONSIDERING OR PLANNING TO MAKE MAJOR MODIFICATIONS OR REPLACE _____ AT THIS TIME?

Attachment 3

Bilingual Classroom Questionnaire (BCQ)

BILINGUAL CLASSROOM QUESTIONNAIRE

Southwest Educational Development Laboratory
Division of Bilingual and International Education
211 East Seventh Street
Austin, Texas 78701

The responses from this questionnaire will be used to design inservice education for teachers, and will not be used to evaluate teacher knowledge, skills, or attitudes.

January 1979

Teacher Name_____

School_____

Grade Level(s)_____

Date Completed_____

INSTRUCTIONS

The Bilingual Classroom Questionnaire will be used to describe instructional practices in bilingual classrooms. The Questionnaire is part of a project designed (1) to provide educators with procedures for describing the type of bilingual education in their schools and (2) to identify staff development needs for applying bilingual education successfully.

The Questionnaire will take about 30 minutes to complete. Information is requested in six columns. The example provided below shows how to complete columns one through three. The discussion which follows describes procedures for completing columns one through three and adds information on columns four through six.

In Column 1, Current Daily Schedule, please list in time sequence the daily activities of the students in your classroom. If more than one activity occurs during a given time period, list each of the concurrent activities separately. For example, suppose that from 8:00 to 8:30 one group of students receives Spanish reading instruction while another group receives English oral language development. Each activity would be listed separately, as shown in the example.

1		2		3					
CURRENT DAILY SCHEDULE		ANTICIPATED DURATION		LANGUAGE CATEGORIES					
(for your homeroom students)		Continuous (All Year Long)	Noncontinuous (Please indicate-e.g.,1 day each week;every other week, 2 weeks out of every 4,etc.)	(of Students within instructional Groups)					
HOURS	ACTIVITY			BB	BE	BS	ME	MS	LL
8:00-8:30	Spanish Reading	✓				✓		✓	
	English Oral Language Development	✓		✓	✓				
8:30-9:00	Science		2 weeks out of every 4	✓		✓			
8:30-9:00	Social Studies		2 weeks out of every 4	✓		✓			
9:00-9:30	P.E.		4 days each week	✓	✓	✓	✓	✓	
9:00-9:30	Art		1 day each week		✓	✓	✓	✓	

In Column 2, Anticipated Duration, indicate whether the scheduled activity occurs throughout the year (✓) or on a more limited basis (e.g., one day each week, two weeks out of every four, etc.). If different activities are scheduled during the same period but on a rotating basis, please list all the activities as shown in the example above (e.g., from 8:30-900 Science is taught for two weeks with Social Studies being taught the following two weeks before the cycle repeats itself; from 9:00-9:30 P.E. is taught for four days each week while Art is taught on the remaining day).

The Language Categories noted in Column 3 are to be completed for every Activity noted in Column 1. For each Activity, check the Language Categories of the students participating in the activity. The Language Category Definitions and abbreviations are listed on the following page.

Language Category Definitions

Balanced Bilingual (BB) -- Totally fluent in both English and Spanish.

Partial Bilingual, English Dominant (BE) -- Understands all spoken English and produces English utterances with native-like fluency and correctness in syntax (grammar) and vocabulary. Also understands some spoken Spanish and can produce fairly complete sentences in Spanish but with less than native-like fluency. His/her sentences in Spanish are somewhat awkward with regularized errors in syntax and vocabulary.

Partial Bilingual, Spanish Dominant (BS) -- Understands all spoken Spanish and produces Spanish utterances with native-like fluency and correctness in syntax (grammar) and vocabulary. Also understands some spoken English and can produce fairly complete sentences in English but with less than native-like fluency. His/her sentences in English are somewhat awkward with regularized errors in syntax and vocabulary.

Monolingual English (ME) -- Understands all spoken English and speaks English with ease and complete native-like fluency and correctness. If any Spanish is understood or spoken it is no more than a few isolated words or expressions.

Monolingual Spanish (MS) -- Understands all spoken Spanish and speaks Spanish with ease and complete native-like fluency and correctness. If any English is understood or spoken it is no more than a few isolated words or expressions.

Limited English/Limited Spanish (LL) -- Does not have native competence in either English or Spanish. It may appear that he/she understands spoken English and Spanish but the oral production in both languages is labored, characterized by awkward sentences and systematic errors in syntax (grammar) and vocabulary.

In Column 4, the Primary Instructor of the Instructional Activity should be indicated. Alternatives are the Teacher, Team Teacher, Resource Teacher, Teacher Aide, and Other. Select one (✓) of these per Activity noted in Column 1.

In Column 5, please check the Language of Instruction for each Activity listed in Column 1. Definitions of the four alternatives are listed below. Select a single category for each Instructional Activity.

Language of Instruction

Primarily Spanish. Instruction is provided exclusively in Spanish or primarily in Spanish with only an occasional use of English during the instructional period.

Primarily English. Instruction is provided exclusively in English or primarily in English with only an occasional use of Spanish during the instructional period.

Alternating Use of Both Languages. Both languages are used approximately an equal amount of time during the instructional period. As distinguished from code-switching, alternating use of the two languages is characterized by exclusive use of one language at a time during an instructional event.

Code-Switching. This form of language involves introducing into the context of one language stretches of speech that exhibit the other language's phonological and morphological features.

In Column 6, indicate the Language of Materials for each Instructional Activity. The alternatives are English, Spanish, Both, or No Material. Select one (✓) of these for every Activity noted in Column 1.

*KEY: BB = Balanced Bilingual
BE = Partial Bilingual, English Dominant
BS = Partial Bilingual, Spanish Dominant
ME = Monolingual English
MS = Monolingual Spanish
LL = Limited English/Limited Spanish

1		2		3							
CURRENT DAILY SCHEDULE (Of your homeroom students)		ANTICIPATED DURATION		LANGUAGE CATEGORIES* OF STUDENTS WITHIN INSTRUCTIONAL ACTIVITIES						PRIMARY IN INSTRUCTIO (Chec	
HOURS	ACTIVITY	Continuous (All Year Long)	Noncontinuous (Please indicate, e.g.,1 day each wk., every other wk., 2 wks. out of every 4, etc.)	BB	BE	BS	ME	MS	LL	Teacher	Team Teache

)OM QUESTIONNAIRE

4			5				6			
IRUCTOR OF AL ACTIVITY One)			LANGUAGE OF INSTRUCTION (Check One)				LANGUAGE OF MATERIALS (Check One)			
Resource Teacher	Teacher Aide	Other	Primarily English	Primarily Spanish	Alternating Use of Both	Code Switch-ing	English	Spanish	Both	No Material

Attachment 4

Professional Development Questionnaire (PDQ)

PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Southwest Educational Development Laboratory
Division of Bilingual and International Education
211 East Seventh Street
Austin, Texas 78701

The responses from this questionnaire will be used to design inservice education for teachers, and will not be used to evaluate teacher knowledge, skills, or attitudes.

January 1979

NAME _____ DATE _____

DISTRICT _____ SCHOOL _____ GRADE _____

PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Please circle the number that best indicates the extent to which you desire professional growth in each of the following items.

		not desired	little extent	to an average extent	to a great extent
1.0	**GENERAL INFORMATION**				
	I WOULD LIKE TO LEARN MORE ABOUT:				
1.1	the philosophy and theory of bilingual education.	1	2	3	4
1.2	the theoretical foundations of second language learning and teaching.	1	2	3	4
1.3	functions and patterns of language use (socio-linguistics).	1	2	3	4
1.4	the nature of language and of the acquisition process.	1	2	3	4
1.5	the differences and similarities between the child's first and second language(s).	1	2	3	4
1.6	the individualization of instruction for different language groups.	1	2	3	4
1.7	the implementation of inquiry/discovery strategies for learning.	1	2	3	4
1.8	the setting up of learning centers.	1	2	3	4
2.0	**PLANNING FOR INSTRUCTION**				
	I WOULD LIKE TO KNOW MORE ABOUT HOW TO:				
2.1	group children according to language classification.	1	2	3	4
2.2	schedule activities for different language groups.	1	2	3	4
2.3	specify learning objectives.	1	2	3	4
2.4	sequence learning activities.	1	2	3	4
2.5	select materials for instruction.	1	2	3	4
2.6	develop materials to teach Spanish language arts.	1	2	3	4
2.7	adapt materials to teach Spanish language arts.	1	2	3	4
2.8	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.	1	2	3	4
2.9	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish.	1	2	3	4

		not desired	little extent	to an average extent	to a great extent
3.0	**INSTRUCTION OF CONTENT AREAS**				
	I WOULD LIKE TO LEARN MORE ABOUT HOW TO:				
3.1	teach English as a second language.	1	2	3	4
3.2	teach Spanish as a second language.	1	2	3	4
3.3	teach Spanish as a first language.	1	2	3	4
3.4	teach English as a first language.	1	2	3	4
3.5	teach and integrate culture in the curriculum and in the classroom.	1	2	3	4
3.6	teach science.	1	2	3	4
3.7	teach math.	1	2	3	4
3.8	teach health and physical education.	1	2	3	4
3.9	teach reading.	1	2	3	4
3.10	teach social studies.	1	2	3	4
3.11	teach fine arts (art, music, etc.).	1	2	3	4
4.0	**MANAGEMENT**				
	I WOULD LIKE TO LEARN MORE ABOUT HOW TO:				
4.1	organize my material and resources.	1	2	3	4
4.2	collaborate with other teachers, teacher assistants, and resource personnel to improve student achievement.	1	2	3	4
4.3	attend to individual student differences.	1	2	3	4
4.4	attend to behavior problems in the classroom.	1	2	3	4
4.5	use feedback and positive reinforcement with students.	1	2	3	4
4.6	foster acceptance and appreciation of cultural diversity.	1	2	3	4

	not desired	little extent	to an average extent	to a great extent
5.0 LINGUISTIC SKILLS				
I WOULD LIKE TO DEVELOP FURTHER MY SPANISH LANGUAGE SKILLS IN THE FOLLOWING AREAS:				
5.1 the speaking and comprehension of Spanish.	1	2	3	4
5.2 the teaching of Spanish language arts.	1	2	3	4
5.3 the teaching of social studies in Spanish.	1	2	3	4
5.4 the teaching of science in Spanish.	1	2	3	4
5.5 the teaching of math in Spanish.	1	2	3	4
5.6 the teaching of health and physical education in Spanish.	1	2	3	4
5.7 the teaching of the fine arts in Spanish.	1	2	3	4
6.0 CULTURE				
I WOULD LIKE TO LEARN MORE ABOUT:				
6.1 the nature and content of the culture of the language minority group.	1	2	3	4
6.2 the history of the group's ancestry.	1	2	3	4
6.3 the contributions of the group(s) to history and culture.	1	2	3	4
6.4 the contemporary life style(s) of the group.	1	2	3	4
6.5 the differences and similarities between cultures and the potential for conflict as well as opportunities they may create for children.	1	2	3	4
6.6 how the effects of cultural and socioeconomic variables influence the students' general level of development and socialization.	1	2	3	4
7.0 ASSESSMENT AND EVALUATION				
I WOULD LIKE TO LEARN MORE ABOUT HOW TO:				
7.1 assess student's language dominance.	1	2	3	4
7.2 assess the student's educational needs in the subject/content area.	1	2	3	4

		not desired	little extent	to an average extent	to a great extent
7.3	diagnose language needs and prescribe instruction.	1	2	3	4
7.4	analyze and interpret miscues in reading and prescribe instruction.	1	2	3	4
7.5	administer and interpret individual reading inventories (IRI) in Spanish.	1	2	3	4
7.6	evaluate student learning progress.	1	2	3	4
7.7	evaluate the appropriateness of materials for bilingual education.	1	2	3	4
7.8	evaluate the classroom learning environment.	1	2	3	4
7.9	determine when a child is ready to transfer from reading in one language to reading in another.	1	2	3	4
7.10	determine when a child is ready to receive subject matter instruction in her/his second language.	1	2	3	4
7.11	assess learning capabilities of children (e.g., aptitude, cognitive development).	1	2	3	4

8.0 SCHOOL - COMMUNITY RELATIONS

I WOULD LIKE TO LEARN MORE ABOUT HOW TO:

8.1	incorporate community resources into the instructional programs.	1	2	3	4
8.2	foster community participation in the schooling process.	1	2	3	4
8.3	obtain more information on community cultural traits.	1	2	3	4
8.4	involve parents as participants in the instructional process.	1	2	3	4

9.0 OTHER

_____

_____

_____

_____

_____

_____

Attachment 5

Survey of Perceptions of Inservice Training (SPIT)

SURVEY OF PERCEPTIONS OF INSERVICE TRAINING

Southwest Educational Development Laboratory
Division of Bilingual and International Education
211 East Seventh Street
Austin, Texas 78701

The responses from this survey will be used to design inservice education for teachers, and will not be used to evaluate teacher knowledge, skills, or attitudes.

October 1980

SURVEY OF PERCEPTIONS OF INSERVICE TRAINING

Introduction: The purpose of this survey is to determine the perceptions of teachers, principals, and administrators toward inservice training in your school district. The results will help the school district to plan next year's inservice program so that it will better meet your needs.

School _____ Date _____

Grade Level _____ No. of Years in District _____

	1 Not at all true	2 Mostly untrue	3 No opinion	4 Mostly true	5 Completely True
1.	Teachers should be given the authority to choose the type of inservice training program that they feel is appropriate for their school district.	1	2	3	4 5
2.	Individual teachers should have the option of not participating in inservice activities.	1	2	3	4 5
3.	Principals and district administrators should diagnose the competencies of each teacher to determine the type of inservice training needed.	1	2	3	4 5
4.	Inservice training should be designed to fulfill needs which have been expressed by the school district and/or community.	1	2	3	4 5
5.	Inservice training occurs as part of the teacher's normal job at school during school hours.	1	2	3	4 5
6.	Although not strictly a part of the teacher's job, inservice training is job-related.	1	2	3	4 5
7.	Inservice training is oriented toward the teacher's acquisition of professional credentials.	1	2	3	4 5
8.	Conventions and workshops sponsored by teachers' professional organizations play a major role in inservice training.	1	2	3	4 5
9.	Inservice training is designed to meet the needs of individual teachers, each of whom chooses the types of training that s/he needs.	1	2	3	4 5
10.	Teachers generally are provided with sufficient assistance and feedback in implementing new knowledge or skills which were acquired in inservice training.	1	2	3	4 5

11.	Much of the inservice training provided is not relevant or cannot be applied in the classroom.	1	2	3	4	5
12.	Inservice training sessions often are conducted by personnel who are not well equipped to handle the task.	1	2	3	4	5
13.	The content of what is taught in inservice training sessions is relevant to our needs.	1	2	3	4	5
14.	The manner in which inservice training sessions are conducted is appropriate.	1	2	3	4	5
15.	Inservice training should reflect possible future (emergent) roles rather than being limited only to the teacher's current role.	1	2	3	4	5
16.	The focus of inservice training, rather than being an integrated district-wide effort, has become fragmented.	1	2	3	4	5

17. Who are the people mainly responsible for initiating or conducting inservice teacher education in your district? Please check one of the following:

Principals ____
Teachers ____
Central administrators ____
Staff from Region XIII ____
Parents ____
School Board Members ____
Others (describe) _____

18. Which of the following provide input into the planning of inservice topics for your district?

Principals ____
Teachers ____
Central administrators ____
Staff from Region XIII ____
Parents ____
School Board Members ____
Others (describe) _____

19. Check the agencies and individuals listed below which have provided inservice training for your school district during the past year.

Private Consultants ____
School district staff ____
University or college staff ____
Education Service Center (e.g., Region XIII) ____
LAU Center ____
Texas Education Agency ____
Others (describe) _____

20. Check all of the following which have been used by your school district in providing inservice training for teachers:

Workshop or demonstration session	____
Staff meeting	____
Summer institute	____
College course	____
Individualized study	____
Programmed instruction	____
Classroom observation	____
Video tape training session	____
Conference (e.g., TSTA)	____
One-to-one discussion with other teachers	____
Teacher-parent work session	____
Other (describe)	_____

21. Check the procedures which have been used to evaluate inservice training in your school district:

End of session questionnaire or checklist	____
Informal feedback to directors or presenters	____
Criterion referenced tests for teachers	____
Observation of teachers in classroom	____
Course grade	____
Attendance at workshop	____
Follow-up interview with teacher	____
Other (describe)	_____

22. Check the incentives which your school district uses in its inservice training.

Stipend for teachers	____
Release time for teachers	____
Education or professional career ladder	____
Upgrading of competencies	____
School district request	____
Professional certification	____
College credit	____
Other (describe)	_____

23. Which of the following times are appropriate for conducting inservice training? Please check:

During regular school hours	____
Immediately after school	____
In the evenings	____
On weekends	____

24. At what time do inservice sessions currently take place in your school district?

During regular school hours ____ In the evenings ____
Immediately after school ____ On weekends ____

25. Briefly describe the strengths of the current inservice program in your school district.

_____

_____

_____

_____

_____

26. Now describe the weaknesses which exist in the district's current inservice program.

_____

_____

_____

_____

_____

27. If you were in charge of planning district-wide inservice training for teachers, describe the process you would follow in designing an ideal program. Use as much space as you need to describe this process.

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Attachment 6

Meeting with Teachers at Travis School
November 13, 1980

Meeting with Teachers at Travis School

November 13, 1980

The first of two meetings at Travis School was held from 3:00 - 4:20 p.m. for the purpose of having 4th and 5th grade teachers of LEP children complete group-administered questionnaires. Dr. Holtzman from SEDL directed the meeting, which was held in the school library. Attendance was very good. Besides teachers, Mr. Callendar (principal) and Ms. Curtin (instructional coordinator) were present at the meeting. Since more than 6 months had passed since the initial proposal writing, Dr. Holtzman explained the purpose of the project to the teachers, how the idea and need had originated, etc. The remainder of the meeting was spent filling out the following questionnaires: (1) Survey of Perceptions of Inservice Training; (2) Professional Development Questionnaire, and (3) Stages of Concern Questionnaire.

Impressions of Teacher Reaction to the Meeting

There appeared to be several "cliques" of teachers who responded differently to the administration of the questionnaires. In the center of the room were seated a group of older, more experienced teachers, while the teachers at the back of the room were much younger. Throughout the meeting, the group of older teachers chattered rather loudly among themselves. Their general attitude was one of childish apathy rather than outright hostility. Although they were encouraged to do their own work, several of them were comparing their responses. Comments could occasionally be heard such as "I don't like questionnaires" and "Do we have to do all of these questions?" By 4:00 p.m. several of these teachers were rudely shaking their car keys and were ready to leave.

In contrast, the younger teachers at the back of the room worked independently and diligently and were the last ones to leave the meeting. Their written responses on the Survey of Perceptions of Inservice Training were longer and more thoughtul than those of the other teachers.

The general reaction of teachers to the Stages of Concern questionnaire was negative for several reasons. The main reason was that all teachers were to express their concerns in regards to teaching English as a Second Language (ESL) but only a few teachers actually have a period during the day in which they teach this component. The confusion seemed to result because (1) the proposal had stated that all teachers of LEP children at Travis School would fill out ESL, and (2) the principal felt that all teachers of LEP children teach ESL in a sense, simply by having these children in their classes. In retrospect, a more appropriate component for these teachers would have been English reading for LEP children.

Other reasons for the negative reaction to the SoC was that teachers did not feel at ease in marking items as being irrelevant. More than one teacher said that she preferred to not put her name on the questionnaire. Moreover, several items were unclear and had to be explained (e.g., "I would like to know the effect of reorganization on my professional status.") It was only later,

after they had been working on the questionnaire for 10 minutes, that they were told about how these items could not be revised by SEDL, and that the R&D Center would use a standard computer program to run the analyses.

The meeting adjourned at 4:20 p.m. with Dr. Holtzman telling the teachers that the second meeting would be held in late December or early January.

Meeting with Teachers at Crockett School

December 2, 1980

The first of two meetings at Crockett School was held from 3:00 - 4:00 p.m. on December 2, 1980 for the purpose of having K and 1st grade teachers of LEP children complete group-administered questionnaires. Dr. Holtzman directed the meeting which was held in the school cafeteria. Besides teachers, others present for at least part of the meeting were La Rue Miller (principal), Yolanda Almendarez (Bilingual Director) and Paula Hamilton (instructional coordinator). Dr. Holtzman briefly reviewed the history of how the project came about and what its purpose will be in relation to the school district's inservice program. The two questionnaires which were filled out were the Survey of Perceptions of Inservice Training and the Bilingual Classroom Questionnaire.

Impressions of Teacher Reaction to the Meeting

Some of the teachers were late to this meeting and attendance was less than optimal. Although the teachers were slow to quiet down, they experienced little difficulty in completing the questionnaires. Ms. Almendarez had predicted that the Crockett teachers would be the easiest to work with, since they have participated in the past in research projects which SEDL and other organizations have conducted.

Understandably, some teachers did have some difficulty filling out the Bilingual Classroom Questionnaire (BCQ). The "open classroom" environment at Crockett results in teachers having to teach wide diverse number of instructional activities to heterogeneous groups of children. Their schedules during the day are quite complex, making it difficult to fill out the BCQ. Dr. Holtzman explained how the questionnaire should be filled out to show concurrent instructional activities which occur during a specified time period of the school day. General teacher reaction to the questionnaire appeared to be neutral to positive.

Teachers were told that the second meeting would be scheduled some time in January and that in addition, a SEDL staff member would set up appointments with individual teachers to talk to them about their use of one or ore content areas which they teach to LEP children (Level of Use Interview).

Meeting with Teachers at Bowie School

December 3, 1980

The first of two meetings at Bowie School was held from 3:15 - 4:00 p.m. for the purpose of having 2nd and 3rd grade teachers of LEP children complete group-administered questionnaires. Dr. Holtzman directed the meeting which was held in the school cafeteria. Attendance was good, considering teachers' busy schedules close to the holiday season. Besides the teachers, others present at the meeting inlcuded Ms. Winn (instructional coordinator), and Ms. Lesak (bilingual coordinator). Because of the short amount of time allotted for the meeting, Dr. Holtzman spent only a few minutes to briefly explain the history and purpose of the project to teachers.

Impressions of Teacher Reaction to the Meeting

Since we had already conducted meetings at Crockett and at Travis Schools, this meeting went quite well. Teachers were cooperative and task-oriented. Attendance could have been better, but the principal was unable to attend and we were told that teachers were quite busy. The Survey of Perceptions of Inservice Training and Stages of Concern Questionnaire (SoC) were completed at the meeting. Teachers felt that some of the items of the SoC were unclear or irrelevant, but general reaction to the two questionnaires appeared to be either neutral or positive. It was especially helpful to have the bilingual coordinator there at the meeting. Since she knows most of the teachers, she was able to tell Dr. Holtzman which innovation components would be appropriate for individual teachers to complete on the SoC.

Dr. Holtzman thanked teachers for their cooperation and told them that the next meeting would be held in January, 1981.

Meeting with Teachers at Bowie School

January 29, 1981

The second of two meetings at Bowie School was held from 3:15-4:00 p.m. on January 29, 1981, in order to complete the remaining group-administered questionnaires. Dr. Holtzman directed this meeting which was held in the school cafeteria. Both the principal, Mr. Doyle, and the teacher representative from the advisory committee were present at the meeting, and helped to facilitate the data collection process. The main instrument to be filled out was the Bilingual Classroom Questionnaire (BCQ) in which teachers are asked to provide written documentation of their classroom schedules. The second instrument was the Professional Development Questionnaire (PDQ) in which each teacher pinpoints the need for professional growth in speech areas of competency. At the end of the meeting the teachers were told that we at SEDL would analyze the data by computer program and would be able to schedule another meeting with them in about 1-2 months to discuss the results.

Impressions of Teacher Reaction to the Meeting

The meeting progressed smoothly with few or no problems. Teachers generally were cooperative and task-oriented, as they had been during the first meeting. The bilingual coordinator had told Dr. Holtzman that attendance at the meeting would not be optimal because some of the teachers were ill with the flu.

The only negative reactions to the questionnaires occurred when several teachers were confused about how to fill out the Bilingual Classroom Questionnaire. Also, one teacher was seen muttering the following to herself while filling out the Professional Development Questionnaire: "We need to be teaching these children much more in English--not in Spanish!"

Meeting with Teachers at Travis School

February 10, 1981

The second meeting with teachers at Travis School took place on February 10, 1981 for the purpose of completing the remaining group-administered questionnaires. Dr. Holtzman directed the meeting which was held in the school library from 3:00-4:00 p.m. The principal, Mr. Callendar, and the instructional coordinator, Ms. Winn, were present at the meeting and helped with the administration of the questionnaires. The two questionnaires were the Bilingual Classroom Questionnaire (BCQ) and the Stages of Concern Questionnaire (SoC). The SoC questionnaire had already been administered in November for the ESL component, and it was re-administered at this meeting to those teachers who teach English reading to LEP students.

Impressions of Teacher Reaction to the Meeting

Teachers seemed somewhat more positive at this meeting than they had been at the November 1980 meeting. Perhaps they were more at ease since they knew more or less what they would be required to do (the principal had told them that the meeting would only last until 4:00 p.m. and that they would be completing more questionnaires like they had done at the November meeting). When Dr. Holtzman suggested that the teachers could work in groups to fill out the BCQ, they seemed very receptive to this idea. Also, it may be that these teachers did not feel as threatened in filling out this questionnaire because it asks for a detailed summary of their daily classroom schedule (factual information) rather than attitudes or opinions (subjective information). For example, there were negative comments made by some teachers while completing the SoC questionnaire, even though there were not as many as these had been at the November meeting. One teacher was heard to say emphatically to herself, "I just don't like this questionnaire at all." Moreover, a count of questionnaires revealed later that only a portion of those teachers who teach English reading to LEP students at the school actually completed this questionnaire. While it may be true that some of them do not view their students to be limited English proficient, others simply elected not to complete this questionnaire for whatever reason.

Attachment 7

Teacher Reaction to Level of Use Interview

December 1980

Teacher Reaction to Level of Use (LoU) Interview
--Crockett School--

December 15th & 16th, 1980

Tomás Rodríguez' Impressions

First Grade:

. As a group, teachers involved in ESL were better prepared, had more experience, had taught ESL at least one year.

. First grade teachers did not state quite as high a need for supplementary materials as did K teachers.

. First grade teachers said kids can do sound-symbol association very well. They seemed more concerned about progress in sound-symbol rather than in comprehension.

Kindergarten:

. Teachers were more at mechanical level because it was their first year of teaching.

. Teachers talked a lot about problems of time and organizing kids, the need for supplementary materials.

. More teachers seemed to be teaching ESL by assignment rather than their own choice.

. Some teachers felt that less Spanish should be used in teaching ESL.

Both Grades:

. Teachers said they need more time with other members of their team to plan and to evaluate children's progress. However, they did not seem to be actively involved in correcting this problem.

. Teachers were involved with numerous innovations (e.g., team teaching, units, head teacher, open classrooms).

. Only one teacher reacted somewhat negatively to the LoU interview. Most teachers seemed to enjoy the interview.

Additional Comments (B. Matluck and W. Holtzman):

. Teachers felt that they have their own expertise within the district. They do not like outsiders coming in to give inservice training.

. Teacher centers, where teachers who have specific skills could collaborate with their peers, might be a good thing to try. Yolanda Almendarez, Bilingual Director, is currently writing a proposal to obtain funding for a demonstration center.

. A major priority is for teachers to have more time to organize and implement ideas and techniques which they already have.

. Although teachers consider themselves to be professionals, they feel that the central administrators have treated them like laborers. This results in a militant attitude and causes them to refuse to work overtime.

. A very high priority among teachers at Crockett is to be granted more planning time.

Impressions of Teacher Reaction to LoU Interviews---Bowie School

January 28, 1981

All of the teachers who were interviewed by Dr. Matluck and Dr. Holtzman seemed to react in a positive or neutral manner to the interview. One of the older teachers said during the course of the interview that some of the questions were effective in causing her to really think hard about her current program (e.g., strengths and weaknesses). Several teachers during the interview suggested ideas that might improve the district's inservice program. One teacher recommended that pre-service days be scheduled earlier in August, while another teacher expressed a desire to have more of the leaders of inservice workshops be experienced teachers with expertise in different areas of competency.

An improvement in the interviewing technique was recommended at an advisory committee meeting by the teacher representative from Bowie School. She said that some of the teachers had felt somewhat intimidated by the presence of the tape recorder. (The interviewers also had recognized the situation with some of the teachers). She recommended that more time be taken at future interviews to reassure the teachers that their competence is not being evaluated nor are we attempting to document inconsistencies in the program or noncompliance with district policy.

Impressions of Teacher Reactions to LoU Interviews--Travis School
February 10, 1981

A total of 13 teachers were interviewed by Dr. Holtzman and Mr. Rodriguez from 8:30-12:00 noon. It was interesting to note that all teachers who were interviewed appeared to be eager to talk on a one-to-one basis about their teaching. The tape recorder only seemed to elicit mild anxiety in a few of the teachers (a larger, more inhibiting recorder had been used at the other two schools). Of course, it is not known how the other teachers who were not interviewed would have responded.

There were two observations resulting from these interviews that seemed to be particularly relevant to document. The first was the fact that several teachers mentioned that it would be extremely helpful to obtain a sequence of hierarchical skills on which to focus their teaching of ESL. They felt reasonably satisfied with their ability to teach ESL, but nonetheless felt that they needed a more organized skill sequence in which to follow.

A different type of concern was expressed by another teacher who was quite honest and straightforward in her comments. She had felt upset and offended after filling out the Stages of Concern questionnaire. When asked to specify the root of her concern this teacher replied that she did not like to have us evaluate her attitude towards teaching LEP students, and that we could never know what teachers' true attitudes really are, anyway! She felt that we would blame the teachers for the low achievement of LEP students, and that their negative attitude towards these kids was the <u>reason</u> for the low achievement. This teacher's comments were extremely enlightening, and it would be interesting to find out if other teachers feel negatively towards this questionnaire for the same reasons.

Attachment 8

Meetings with Advisory Committee and with Central Administrators - Notes

Inservice Meeting - October 1, 1980

Staff in Attendance

Iris Blythe, Gonzalo Garza, Don Williams, Yolanda Almendarez, Dominguez, Wayne Holtzman, Jr.

Purpose of Meeting

The purpose of this meeting was to inform the school administration of our Inservice Project being funded and to reorient them to the scope, content, timelines, etc., of the project.

Decisions Made

1. Teachers are to write names on tests that they take.

2. Two additional instruments measuring teachers' attitudes toward inservice program and capacity to implement change (proposed by Dr. Dominguez) were tentatively accepted by the group.

3. Dr. Garza will be sent copies of the two instruments for review and will also be sent a sample of BCQ.

4. A luncheon will be held from 11:00-1:00 on October 9. The purpose will be to reorient the principals and their coordinators of our three target schools to the inservice project. Central administration staff will also attend. Ms. Almendarez already has made reservations. A packet of materials describing the project will be given to them at that time.

5. At the October 9th meeting we will set up dates to meet with groups of teachers separately on each campus for purposes of orientation to the study.

6. Dr. Garza designated Don Williams as the primary contact person at the central administration level.

7. Dr. Williams designated Ms. Almendarez to be the contact person in the schools, and SEDL will maintain close contact with her regarding day to day questions or concerns.

8. We will probably pay substitute teachers to manage classrooms for teachers during the 30-45 minutes in which they will be interviewed on the Levels of Use instruments.

9. Teachers at each school will soon need to attend two one and one-half hour meetings after school. The first meeting will be to orient teachers to project and to administer the two instruments that measure perceptions toward inservice program and capacity for change. The second meeting will be to administer BCQ, PDQ and SoC. Teachers will probably be paid a small stipend for attendance. (Dr. Dominguez and Dr. Holtzman felt that two meetings would be needed rather than one, but this was not discussed with the other staff.)

10. It was recommended that the three committees (Advisory, Planning, Teacher) be combined into a new committee which will be called the "Project Advisory Committee." Dr. Williams suggested that meetings be scheduled only if there are specific issues that need to be discussed. Dr. Dominguez suggested that the new committee elect a chairperson as soon as possible. First meeting is to be held sometime after October 9.

Concerns or Comments

1. Ms. Blyth did not want our project to alter the schedule of inservice activities which the district has planned for this year. She pointed out that only two days per month are allowed for district-wide inservice activities.

2. Dr. Garza suggested that maybe one inservice day per year be mandated for bilingual education, as it is for special education.

3. Ms. Almendarez said that results from PDQ might be useful in reporting to Lau about teacher needs.

4. Ms. Blythe noted that last year teacher input was important in planning for inservice. All teachers filled out a questionnaire from Region XIII and then principals met to discuss results.

5. Everyone at the meeting felt that teachers see themselves having little input into inservice planning, the district decides the content of inservice for them.

Luncheon Meeting with Administrators, Principals

October 9, 1980 11:00 a.m. - 12:30 p.m.

In attendance: Dr. Gonzalo Garza, Superintendent for the district; Dr. Domingo Domínguez and Dr. Wayne Holtzman, Jr., SEDL; Dr. Don Williams, Assistant Superintendent; Mr. Ben Hardin, Assistant Superintendent for Business Affairs; Ms. Yolanda Almendarez, Director of Bilingual Education; Ms. Grace Hyatt, Director of Special Education; Ms. Sara Lesak, Bilingual Coordinator; Ms. Iris Blyth, Language Arts Coordinator; Mr. Boyette Doyle, Principal of Bowie School; Mr. Bernard Callendar, Principal of Travis School; Ms. Paula Hamilton, Coordinator at Crockett School; Ms. Lavelle Winn, Coordinator at Bowie School; and Ms. Pat Curtin, Coordinator at Travis School.

The meeting was held to inform principals and administrators that the inservice proposal had been accepted at NIE and to orient them to test instruments, procedures, timelines, etc. Everyone met at a local restaurant.

Dr. Domínguez discussed the history of collaboration between SEDL and ~~SMCISD~~ and the hard work that had been done by the advisory committee and planning committee in preparing the proposal. The purpose and objectives of the project were stated. Dr. Holtzman then discussed timelines for testing. Handouts were distributed which described the data collection scheduled, test instruments and objectives of the study. Each instrument was briefly reviewed and explained to the administrators.

Dr. Domínguez said that the total time that teachers will need to fill out the group questionnaires will be 3-4 hours. SEDL will pay a stipend for meetings after school. Substitute teachers will be paid by SEDL during the time that individual teachers will be interviewed on Levels of Use. SEDL cannot pay teachers to attend meetings in the Spring for the purpose of interpreting data and planning modifications in the inservice training plan. However, Dr. Domínguez suggested that Dr. Garza might give release time to the teachers so that they could attend these meetings at each campus.

The main concern of the principals and administrators seemed to be that <u>all</u> teachers, rather than only bilingual teachers, should be involved in the project. Mr. Callendar thought that all teachers should be given all questionnaires. Ms. Blyth also supported the idea of involving all teachers in the project and Ms. Hyatt was interested in having Special Education teachers participate as well. Dr. Domínguez said that we could at least administer some of the questionnaires to all teachers, but that the intent of the proposal is for teachers of LEP students. Dr. Williams expressed concern that we not be overburdened with too much work.

Dr. Garza said he was excited about the project and its potential for improving inservice evaluation in the district. He said that one of the problems is that the current inservice program is too fragmented. Ms. Almendarez said that it would be a good idea to give teachers the same handouts which were presented at this meeting for the purposes of orientation.

The meeting was adjourned at 12:30 p.m. After the meeting, Dr. Domínguez asked Dr. Williams to send us the results from the inservice needs assessment that Region XIII collected from teachers last year.

Meeting with School Administrators at SEDL

April 1, 1981

Persons at Meeting: Dr. Don Williams, Assistant Superintendent for Curriculum and Instruction; Ms. Yolanda Almendarez, Director of Bilingual Education; Ms. Blyth, Language Arts Coordinator; Dr. Domingo Domínguez, Division Director at SEDL; Dr. Wayne Holtzman, Jr., Project Director at SEDL.

Several key staff from the district who have collaborated with SEDL on the inservice project came to SEDL for an initial meeting. First, a luncheon from 11:30 a.m.-1:00 p.m served as a social function in which SEDL and district staff members could chat informally. After lunch, Dr. Holtzman and Dr. Domínguez discussed the results with the district staff. Each person was given a notebook consisting of numerqus tables which had been created from computer printouts. Results from each of the four questionnaires and the structured teacher interview were all discussed one at a time.

Reaction to the Results

With so much data to study and discuss, there was not much time for the school district staff to give feedback or to "digest" the data. However, several comments were made. Ms. Almendarez said that the way in which the data was summarized in tables was clear and easy to understand. Dr. Williams was surprised that one of the highest priority needs for teachers on the PDQ was to teach English as a First Language (as opposed to teaching English as a second language). Teachers will be asked to explain the nature of this need at the campus meetings to be scheduled for May. Dr. Williams felt that the information from the Survey of Perceptions of Inservice Training instrument was interesting and seemed to confirm many of his own beliefs. Item #1, with which teachers virtually all agreed, was of particular interest to him. It was stated as follows: "Teachers should be given the authority to choose the type of inservice training program that they feel is appropriate for their school district."

Dr. Williams suggested that we plan a meeting in the near future to inform the superintendent of our results.

Meeting with Administrators

April 9, 1981

Names of Staff Who Attended:

SEDL Staff

Dr. Domingo Domínguez, Division Director
Dr. Wayne Holtzman, Jr., Project Director

Central Administrators

Dr. Gonzalo Garza, Superintendent
Dr. Don Williams, Assistant Superintendent for Curriculum and Instruction
Ms. Grace Hyatt, Director of Special Education
Ms. Yolanda Almendarez, Director of Bilingual Education

Principals

Ms. LaRue Miller, Crockett School
Mr. Boyette Doyle, Bowie School
Mr. Bernard Callendar, Travis School

Coordinators

Ms. Iris Blyth, Language Arts Coordinator
Ms. Sara Lesak, Bilingual Coordinator
Ms. Diana Carbajal, Bilingual Coordinator
Ms. Paula Hamilton, Crockett School
Ms. Lavelle Winn, Bowie School
Ms. Pat Curtin, Travis School

Summary of Meeting:

All staff met at 12:00 noon at a local restaurant, with the actual meeting being conducted immediately after lunch, from 1:00-2:00 p.m. Dr. Domínguez opened the meeting by thanking district staff for their cooperation during the data collection phase. He reviewed the purpose behind each of the assessment instruments and pointed out that different types of information were being gathered from each questionnaire. Next, Dr. Holtzman briefly reported some of the more interesting findings of the study. Each staff member was given a folder with summary data reported in various tables. In addition to the summary data which concerned the whole school district, each person was provided with additional tables which contained more specific data which was relevant only to their school or administrative position. For example, the principal at Bowie School received data specific to his school, the Special Education Director was provided with data that had been collected from Special Education teachers, etc. Some overall differences and similarities in the way teachers responded to the questionnaires at the three schools were highlighted.

Dr. Holtzman said that he would be happy to meet with each principal and/or instructional coordinator individually to discuss the results in more detail. He emphasized that they would be better able than SEDL staff to really get a handle on the meaning of the data, since they know the teachers at their respective schools. He also suggested caution in interpreting the results, not to overgeneralize beyond the limits of the data, etc.

Reaction from the district administrators to the results is not known for sure, but seems to be positive. There definitely was more interest expressed in the study at this meeting than there had been at the October, 1980 meeting. Attendance was also excellent; everyone who had been invited to the meeting was present, with several uninvited additional administrators also present because of their interest in the study. There was little time for comments, but nonetheless, there were several recommendations made:

(1) A principal asked Dr. Williams how the data compared with the inservice needs assessment collected by Region XIII last fall. Dr. Williams said that he did not know but that a comparison of the data might help Region XIII better focus the content of their workshops for next year (general topics have already been decided upon). Also, some topics offered by Region XIII may possibly be related indirectly to teacher competency needs collected by SEDL. For example, Region XIII offers workshops on how to deal with stress; it is possible that the teachers' high need to learn more about classroom management and behavior problems which was evident on SEDL's Professional Development Questionnaire means that teachers currently spend time and energy trying to control and discipline students, and this would make their job more stressful. To help them deal with stress makes them more able to function in spite of the classroom situation; similarly, learning more about classroom management techniques might make their job less stressful.

(2) Someone suggested that the data would be useful to the district in planning inservice programs for future years, especially 1982.

(3) Ms. Almendarez said that the bilingual teacher's data would be invaluable information in planning the 1981-82 inservice program for Title VII bilingual teachers.

(4) Dr. Garza felt that the data was useful in seeing how teachers perceive inservice training and what they view their needs to be. He recommended that a follow-up meeting be planned later this year to inform administrators about what had taken place at the teachers' meetings and parent advisory meetings. He was especially concerned that we should be sure to follow-up on any recommendations that teachers have so that appropriate changes will be made in the inservice program.

Dr. Holtzman closed the meeting by asking principals to look at their calendars and to tell Ms. Almendarez which data would be appropriate to have a meeting after school with teachers in order to discuss the results with them.

Attachment 9

Advisory Committee Meetings
Notes

Advisory Committee Meeting

November 19, 1980

Persons in attendance: Sara Lesak, parent; Lázaro Gonzalez, teacher; Denise Foley Hamm, teacher; Adelaida Guerra, teacher; R. Doyle, principal; Yolanda Almendarez, Bilingual Director; Wayne Holtzman, Jr., SEDL.

The meeting began at 7:00 p.m. and was adjourned at 8:30 p.m. Dr. Holtzman briefly described the collaborative planning and proposal writing which had been undertaken by SEDL and the district. Next, the proposed functions of the advisory committee was explained in detail. Dr. Holtzman pointed out that the advisory committee could help monitor the project and provide valuable feedback and make recommendations to SEDL about how to proceed. The committee has the potential to be an effective aid in communication, since it is comprised of a school district administrator, principals, teachers and parents.

The remainder of the meeting was devoted to a discussion of the test instruments to be used in the project and committee members were encouraged to offer comments and suggestions. As a result of this meeting, the following discussions were made:

- An effort would be made to limit the number of meetings to be held during the year since teachers and parents have very busy schedules. It was decided that the advisory committee could serve as a planning committee as well and it would not be necessary to form separate planning committees at each school.

- The next advisory committee meeting will be scheduled in February, 1981. At that time, Dr. Holtzman will inform participants regarding the progress made thus far.

- Yolanda said that the Director of Special Education would like the Special Education teachers included in the study, if possible. It was decided that all teachers who teach LEP children would be given the opportunity at each school to fill out any of the group questionnaires, if they appeared to be relevant.

- Mr. Doyle expressed concern about the large amount of time that would be needed to conduct LoU individual interviews with each teacher. He had been under the impression that it would not be necessary to include all teachers in the study. Instead, he recommended that all teachers be given the questionnaires, but that only certain ones be interviewed (e.g., bilingual teachers, volunteers, teachers teaching ore than one component of bilingual education, etc.). Dr. Holtzman agreed that it would probably be possible to limit the number of interviews.

NOTE: SEDL taped this meeting in full, in order to maintain a complete documentation in participants' responses.

Advisory Committee Meeting

January 28, 1981

Persons in attendance: Sara Lesak, parent; Amanda Ruíz, parent coordinator, Lázaro González, teacher at Travis School; Denise Foley Hamm, teacher at Crockett School; Adelaida Guerra, teacher at Bowie School; Wayne Holtzman, Jr., SEDL.

The meeting began at 7:00 p.m. and was adjourned at 8:00 p.m. The main purpose of the meeting was threefold: to inform the committee of the activities that have been completed at the three project schools; to describe the procedures which will be used in disseminating results to the committee and to district personnel; and to obtain suggestions from committee members as to how to facilitate future project activities.

Dr. Holtzman reported that group meetings with all teachers at each of the three schools have been held in which questionnaires and surveys were filled out. He said that it will be necessary to have one more meeting at each campus in order to complete the collection of data. Individual interviews between teachers of LEP students and SEDL staff have been conducted at two schools for the purpose of determining the extent to which teachers are implementing specific instructional components for LEP students. Within the next several weeks teachers at the third school will also be interviewed. Since the decision had been made at the November, 1980 advisory committee meeting to limit the number of teachers to be interviewed, only about half of the teachers in Grades 2-5 were selected. At Crockett School (kindergarten and first grade), however, an attempt was made to interview all teachers. It was felt that the large number of LEP students in the lower grades warranted more extensive evaluation.

Next, Dr. Holtzman discussed his impressions of the teachers' reaction to the questionnaires and interviews. He said that some of teachers, especially at Travis School, had felt that the Stages of Concern Questionnaire was irrelevant and a waste of time. The main problem seemed to be that they were instructed to use ESL as the innovation to be evaluated, yet only some of these teachers actually teach ESL. At the next meeting Dr. Holtzman said that some of the teachers will be asked to fill out this questionnaire a second time, but for innovations which they actually teach (e.g., Spanish math, English reading for LEP students, etc.). Committee members were next shown copies of a supplement to the Bilingual Classroom Questionnaire in which the teachers are given examples of how their classroom schedules should be filled out. Since the teachers at Crockett School had had some difficulty filling out this questionnaire, the examples would hopefully improve the quality of data to be gathered from the other two schools. Ms. Hamm, the teacher representative from Crockett School, was enthusiastic about using this supplement and she felt that it would help teachers better understand how to fill out the form.

Dr. Holtzman said that most teachers seemed to feel positive about filling out the Survey of Perceptions of Inservice Training, perhaps because it

asks them for their own views about how the district's inservice program should be organized and managed. They also seem to feel either neutral or positive about the individual interviews in which they were interviewed by SEDL staff. Some of them seemed to appreciate the opportunity to talk about the things they have been doing in their classrooms, changes they have made, etc. Dr. Holtzman said that one teacher told him after the interview that the questions had been useful in causing her to stop for a minute to really think out the strengths and weaknesses of her ESL program. The teacher representative from Bowie School, Ms. Guerra, agreed that the interviews were generally viewed favorably; however, she pointed out that several teachers had been intimidated by the tape recorder and felt that they were being evaluated. She suggested in the future that the interviewer be sure to explain why she is being recorded and that her competence is not of concern, and she is not being evaluated.

Before adjourning the meeting, Dr. Holtzman briefly explained the procedures which would be followed in reporting the results, once the data have been processed and analyzed. He said that meetings would be held on each campus with the teachers, and that computer printouts would be distributed at that time (probably in late March).

As a result of this meeting, the following decisions were made:

. Dr. Holtzman will check to see that a committee member from New Braunfels is reimbursed for her travel to the meeting.

. Ms. Guerra will aid teachers at Bowie School in filling out the Bilingual Classroom Questionnaire

. Once data analysis has been accomplished, the results will be reported first to the advisory committee that will decide which data to report to each school

. The principal at each school will decide how the data will be presented (e.g, at a group meeting of all teachers; by instructional unit; individual feedback to teachers, etc.)

. The next advisory committee meeting will be held on March 4, 1981. At that time the first results will be reported to the committee.

Advisory Committee Meeting
April 22, 1981

Persons in attendance: Dr. Wayne Holtzman, Jr., project director from SEDL; Yolanda Almendarez, bilingual program director; R. Doyle, principal; Suzy Erlanson, teacher; Lázaro González, teacher; Denise Hamm, teacher; Adelaida Guerra, teacher; Amanda Ruíz, parent coordinator; Sarah Lesak, parent; Diana Carbajal, parent.

Summary of Meeting: The meeting began at 7:00 p.m. in the bilingual education office and ended at 8:15 p.m. The purpose of the meeting was to present and discuss the results of the inservice project. Each committee member was given a folder with the same data tables that had been distributed to administrators on April 9, 1981. Tables showing overall results were given to all members, with data more specific to individual schools given to teachers or parents from those schools. Members of the committee were asked to review the specific data from their individual schools and comment on the meaning of the results at some later time. Tonight's meeting, however, dealt with only the overall summary tables.

Dr. Holtzman briefly described the major results found in each of the tables for the four group-administered questionnaires and the teacher interview. He told the committee members (teachers especially) that their input into the interpretation of the data would be very helpful. Perhaps they could shed light on why teachers at their schools answered certain test items the way that they did.

The Concerns Questionnaire was discussed in detail because the items tap general concerns and are difficult to interpret. For example, teachers across schools listed the following item as being of great concern: "I am concerned about how ESL affects students." However, the specific nature of this concern is not known. Ms. Almendarez said that some teachers don't understand ESL as being total language development; instead, they view it as consisting of drills which are boring to students. Ms. Erlanson, however, did not believe that teachers view ESL as boring. She said that the main problem teachers at her school are having with ESL is that it is organized differently this year and teachers are not yet used to this new organization.

For the Survey of Perceptions of Inservice Training, the committee members were very interested in some of the results which showed statistically significant differences for some items across schools and for teachers with different numbers of years of teaching experience. Also, some of the committee members expressed ideas about how to improve inservice training. Ms. Guerra pointed out that some teachers who were not able to attend certain workshops would like to hear about what other teachers from their schools learned at these workshops. Unfortunately, little communication goes on among teachers about what was learned. Ms. Erlanson agreed and said that it would be more beneficial for teachers to share their own experiences and ideas rather than attending workshops provided by the Education Service Center (Region XIII). Ms. Almandarez said that maybe the Title VII bilingual program could help in getting the teachers to share ideas.

Dr. Holtzman emphasized that it always sounds nice to say that "teachers should share" or that "follow-up should take place" but that school personnel are already overwhelmed with work; there should be some mechanism and structure to insure that these activities do occur (e.g., principal could schedule sharing sessions; dates could be scheduled for follow-up to occur, etc.)

In interpreting the Bilingual Classroom Questionnaire (BCQ) the percent of time devoted to Spanish Language Arts for Spanish dominant children (35) seemed to be excessively low (only 10% in Spanish as opposed to 90% in English). One teacher felt that the reason for this was that teachers may have misinterpreted the definitions for the various language groups. They may have put both the Spanish monolingual and Spanish dominant kids in the MS group, while putting English dominant LESA children in the BS group. At the campus meetings teachers will be asked to provide an explanation for this low percentage of time devoted to Spanish language arts.

Reactions to Meeting and Decisions Made

This meeting seems to have been highly successful and there was much participation from committee members. Ms. Almendarez said that at each new meeting that she attends, she gets some new ideas and learns something new. Dr. Holtzman asked which instruments should be emphasized or deleted for the campus meetings. It was decided by the committee that because of time constraints:

(1) The Survey of Perceptions of Inservice Training would not be discussed since the district-wide inservice plan for next year has already been firmly established.

(2) The Bilingual Classroom Questionnaire will not be discussed since it may not be of interest to all of the teachers.

(3) The Concerns Questionnaire and Professional Development Questionnaire will be discussed in detail, with much of the interpretation both for summary and specific school data coming from the teachers.

(4) Teachers will be given individual profiles from the Concerns Questionnaire and will be provided with individual results from the Level of Use Interview.

(5) Although not all instruments will be discussed at the campus meetings, teacher will receive copies of relevant tables from the five instruments.

Dr. Holtzman thanked committee members and told them that another meeting would be scheduled for August or September; if the need were to arise.

Attachment 10

Findings from Five Assessment Instruments

Professional Development Questionnaire

Prioritized Items Rated "To a Great Extent" by Regular Teachers

Crockett (n=18)	Bowie (n=14)	Travis (n=24)
Attend to behavior problems in the classroom	Teach Reading	Teach Reading
Teach Reading	Teach English as a first language	Use feedback and positive reinforcement with students
Organize my material and resources.	Use feedback and positive reinforcement with students	Attend to behavior problems in the classroom
Attend to individual student differences	Involve parents as participants in the instructional process.	Teach English as a first language
Use feedback and positive reinforcement with students		Teach math
Collaborate with other teachers, teacher assistants, and resource personnel to improve student achievement.		Teach social studies
		Organize my materials and resources.

Prioritized Items Rated "Not Desired" by Regular Teachers

Crockett (n=18)	Bowie (n=14)	Travis (n=24)
Teach Spanish as a first language	The teaching of health and physical education in Spanish	Teach Spanish as a first language
The teaching of Spanish language arts	The teaching of the fine arts in Spanish	The teaching of science in Spanish
The teaching of social studies	The teaching of social studies in Spanish	The teaching of the fine arts in Spanish
The teaching of science in Spanish	The teaching of science in Spanish	Administer and interpret individual reading inventories in Spanish
The teaching of math in Spanish	The teaching of math in Spanish	The teaching of math in Spanish
The teaching of health and physical education in Spanish		The teaching of health and physical education in Spanish.
The teaching of the fine arts in Spanish		

Concerns Questionnaire: ESL

Items of Greatest Concern for Regular Teachers

Crockett (n=14)	Bowie (n=9)	Travis (n=6)
I am concerned about not having enough time to organize myself each day.	I would like to determine how to supplement, enhance, or replace ESL.	I am concerned about not having enough time to organize myself each day.
I would like to coordinate my effort with others to maximize ESL's effects.	I am concerned about how ESL affects students.	I would like to determine how to supplement, enhance, or replace ESL
I would like to determine how to supplement, enhance, or replace ESL.		I would like to coordinate my effort with others to maximize ESL's effects.
I would like to know what other faculty are doing in ESL		I am concerned about how ESL affects students.
I am concerned about evaluating my impace on students.		I am concerned about evaluating my impact on students.
I would like to excite my students about their part in ESL		
I would like to know who will make the decisions for ESL.		

Concerns Questionnaire: English Reading for LEP Students

Items of Greatest Concern for Regular Teachers

Crockett (n=5)	Bowie (n=5)	Travis (n=5)
I am concerned about not having enough time to organize myself each day.	I am concerned about LEP students' attitudes toward English Reading.	I am concerned about LEP students' attitudes toward English Reading.
I am concerned about how English reading affects LEP students.	I am concerned about how English Reading affects LEP students.	I would like to excite my LEP students about their part in English Reading.
I am concerned about evaluating my impact on students.	I would like to excite my LEP students about their part in English Reading.	Coordination of tasks and people is taking too much of my time.
Coordination of tasks and people is taking too much of my time.	I would like to know who will make the decisions regarding English Reading for LEP students.	
I would like to know who will make the decisions regarding English Reading for LEP students.	I would like to know how English Reading for LEP students is better than what we have now.	
I would like to know how my teaching or administration is supposed to change.		

Number of Teachers at each Level of Use for ESL (n=38)

Level of Use*	Crockett (n=21)	Bowie (n=8)	Travis (n=9)
Mechanical	3	0	2
Routine	14	6	3
Refinement	3	2	4
Integration	1	0	0

Number of Teachers at each Level of Use for English Reading (n=28)

Level of Use*	Crockett (n=18)	Bowie (n=6)	Travis (n=4)
Mechanical	4	0	0
Routine	9	2	4
Refinement	4	4	0
Integration	1	0	0

*Definitions of these terms are provided below:

Mechanical - State in which the teacher focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet teacher needs than student needs. The teacher is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.

Routine - Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving use or its consequences.

Refinement - State in which the teacher varies the use of the innovation to increase the impact on students within immediate sphere of influence. Variations are based on knowledge of both short and long-term consequences for students.

Integration - State in which the teacher is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on students within their common sphere of influence.

Number of Teachers at each Level of Use for all Innovations
(Crockett)

ESL

Level of Use	No. of Teachers
Mechanical	3
Routine	14
Refinement	3
Integration	1

English Reading

Level of Use	No. of Teachers
Mechanical	4
Routine	9
Refinement	4
Integration	1

Spanish Reading

Level of Use	No. of Teachers
Mechanical	1
Routine	1
Refinement	3
Integration	1

Spanish Math

Level of Use	No. of Teachers
Routine	2
Refinement	1

SSL

Level of Use	No. of Teachers
Routine	2

Number of Teachers at Each Level of Use for all Innovations
(Bowie)

ESL

Level of Use	No. of Teachers
Routine	6
Refinement	2

English Reading

Level of Use	No. of Teachers
Routine	2
Refinement	4

Spanish Reading

Level of Use	No. of Teachers
Mechanical	1
Refinement	2

SSL

Level of Use	No. of Teachers
Mechanical	1
Routine	1

Number of Teachers at each Level of Use for all Innovations
(Travis)

ESL

Level of Use	No. of Teachers
Mechanical	2
Routine	3
Refinement	4

English Reading

Level of Use	No. of Teachers
Routine	4

PDQ: Prioritized Competency Needs For All Teachers
n = 78

Item #	Percentage*	Area of Need:
ICA9	57.7	Teach Reading
M4	53.8	Attend to behavior problems
M5	48.7	Use feedback and positive reinforcement
M3	47.4	Attend to individual student differences
M1	41.0	Organize materials and resources
M2	39.7	Collaborate with other teachers to improve student achievement
AE2	35.9	Assess students' needs in subject areas
ICA4	34.6	Teach English as a first language
M6	33.3	Foster acceptance of cultural diversity
AE3	33.3	Diagnose language needs and prescribe instruction
AE8	32.1	Evaluate classroom learning environment
SCR1	32.1	Incorporate community resources for instructional program
ICA7	30.8	Teach math
AE4	30.8	Analyze reading miscues and prescribe instruction
ICA1	29.5	Teach ESL
AE6	29.5	Evaluate student learning progress
ICA10	28.2	Teach social studies
AE11	28.2	Assess students' learning capabilities
SCR2	25.6	Foster community participation in the schooling process
GI8	25.6	Setting up learning centers

*this column gives the percentage of teachers who rated the item "to a great extent"

PDQ: Items Rated by Teachers as Not Desired
n = 78

Item #	Percentage*	Area of Need:
GI1	47.4	Philosophy and theory of bilingual education
ICA8	44.9	Teaching Health and P.E.
LS1	44.9	Speaking and Comprehension of Spanish
C2	38.5	History of the group's ancestry
GI2	35.9	Theories of secord language learning and teaching
C3	33.3	Contribution of the group to history and culture
GI6	30.8	Individualizing instruction for different language groups
ICA11	30.8	Teaching fine arts (art, music, etc.)
GI3	29.5	Functions and patterns of language use
PI1	29.5	Grouping children according to language classification
PI2	29.5	Scheduling activities for different language groups
PI3	28.2	Specify learning objectives
PI4	28.2	Sequence learning activities
C1	28.2	Culture of the minority group
C4	28.2	Contemporary life style(s) of the group
ICA6	25.6	Teaching of science

*This column gives the percentage of teachers who rated the items as "not desired".

Items from the Professional Development Questionnaire Rated "To a Great Extent" or "Not Desired" by Regular Teachers at Crockett (n=18)

Items Rated "To a Great Extent"

Item #	Frequency	Area of Need
* M4	14	attend to behavior problems in the classroom.
ICA9	12	teach reading
M1	12	organize my material and resources.
M3	11	attend to individual student differences.
M2	10	collaborate with other teachers, teacher assistants, and resource personnel to improve student achievement.
M5	10	use feedback and positive reinforcement with students.
AE4	9	analyze and interpret miscues in reading and prescribe (IRI) in Spanish.
AE8	9	evaluate the classroom learning environment.
SCR1	9	incorporate community resources into the instructional programs.
SCR2	9	foster community participation in the schooling process.
AE6	8	evaluate student learning progress.
AE9	8	determine when a child is ready to transfer from reading in one language to reading in another.
ICA7	7	teach math.
AE11	7	assess learning capabilities of children (e.g., aptitude, cognitive development).
SCR4	7	involve parents as participants in the instructional process.
GI7	6	the implementation of inquiry/discovery strategies for learning.
ICA1	6	teach English as a second language.
**ICA4	6	teach English as a first language.
M6	6	foster acceptance and appreciation of cultural diversity.
** LS1	6	the speaking and comprehension of Spanish.
AE2	6	assess the student's educational needs in the subject/content area.
AE3	6	diagnose language needs and prescribe instruction.

Items Rated "Not Desired"

ICA3	13	teach Spanish as a first language.
LS2	13	the teaching of Spanish language arts.
LS3	13	the teaching of social studies.
LS4	13	the teaching of science in Spanish.

Item #	Frequency	Area of Need
LS5	13	the teaching of math in Spanish.
LS6	13	the teaching of health and physical education in Spanish.
LS7	13	the teaching of the fine arts in Spanish.
PI6	12	develop materials to teach Spanish language arts.
PI8	12	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.
AE5	12	administer and interpret individual reading inventories (IRI) in Spanish.
PI9	11	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish.
PI7	11	adapt materials to teach Spanish language arts.
ICA2	10	teach Spanish as a second language.
GI1	8	the philosophy and theory of bilingual education.
PI4	8	sequence learning activities.
ICA8	8	teach health and physical education.
PI1	7	group children according to language classification.
PI2	7	schedule activities for different language groups.
PI3	7	specify learning objectives.
C2	7	the history of the group's ancestry.
C3	7	the contributions of the group(s) to history and culture.
PI5	6	develop materials to teach Spanish language arts.
*ICA4	6	teach science.
* LS1	6	the speaking and comprehension of Spanish.
AE10	6	determine when a child is ready to receive subject matter instruction in her/his second language.

* While 6 teachers (33%) rated this item "to a great extent" an additional 6 teachers (33%) rated it as "not desired."

** Only 1 teacher of a total of 18 did not feel the need for professional growth in this area.

Items from the Professional Development Questionnaire Rated "To a Great Extent" or "Not Desired" by Regular Teachers at Bowie (n=14)

Items Rated "To a Great Extent"

Item #	Frequency	Area of Need
ICA9	6	teaching reading. (and 6 "to an average extent")
ICA4	5	teach English as a first language.
M5	5	use feedback and positive reinforcement with students.
SCR4	5	involve parents as participants in the instructional process.

Items Rated "Not Desired"

LS6	10	the teaching of health and physical education in Spanish.
LS7	10	the teaching of the fine arts in Spanish.
LS3	9	the teaching of social studies in Spanish.
LS4	9	the teaching of science in Spanish.
LS5	9	the teaching of math in Spanish.
PI6	8	develop materials to teach Spanish language arts.
PI7	8	adapt materials to teach Spanish language arts.
PI8	8	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.
LS2	8	the teaching of Spanish language arts.
PI9	7	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish.
AE5	7	administer and interpret individual reading inventories (IRI) in Spanish.
GI1	6	the philosophy and theory of bilingual education.
GI2	6	the theoretical foundations of second language learning and teachi
GI3	6	functions and patterns of language use (socio-linguistics).
GI6	6	the individualization of instruction for different language groups
GI8	6	the setting up of learning centers.
ICA2	6	teach Spanish as a second language.
ICA3	6	teach Spanish as a first language.
LS1	6	the speaking and comprehension of Spanish.
GI4	5	the nature of language and of the acquisition process.
GI5	5	the differences and similarities between the child's first and second language(s).
PI1	5	group children according to language classification.
ICA8	5	teach health and physical education.

Items from the Professional Development Questionnaire Rated "To a Great Extent" or "Not Desired" by Regular Teachers at Travis School (N=24)

Items Rated "To a Great Extent"

Item #	Frequency	Area of Need
ICA9	15	teaching reading.
M5	14	use feedback and positive reinforcement with students.
M4	13	attend to behavior problems in the classroom.
ICA4	11	teach English as a first language.
ICA7	11	teach math.
ICA10	11	teach social studies.
M1	11	organize my material and resources
ICA6	10	teach science.
M3	10	attend to individual student differences.
ICA1	9	teach English as a second language
AE6	9	evaluate student learning progress.
GI8	8	the setting up of learning centers.
M2	8	collaborate with other teachers, teacher assistants, and resource personnel to improve student achievement.
AE3	8	diagnose language needs and prescribe instruction.

Items Rated "Not Desired"

ICA3	21	teach Spanish as a first language
LS4	21	the teaching of science in Spanish
LS7	21	the teaching of the fine arts in Spanish.
AE5	21	administer and interpret individual reading inventories (IRI) in Spanish
LS5	20	the teaching of math in Spanish.
LS6	20	the teaching of health and physical education in Spanish.
PI6	19	develop materials to teach Spanish language arts.
LS2	19	the teaching of Spanish language arts.
LS3	19	the teaching of social studies in Spanish.
PI7	18	adapt materials to teach Spanish language arts.
ICA2	18	teach Spanish as a second language.
PI9	16	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish.
LS1	16	the speaking and comprehension of Spanish.
AE7	16	evaluate the appropriateness of materials for bilingual education.

Item #	Frequency	Area of Need
PI8	15	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.
AE9	15	determine when a child is ready to transfer from reading in one language to reading in another.
GI1	13	the philosophy and theory of bilingual education.
AE10	13	determine when a child is ready to receive subject matter instruction in her/his second language.
C2	12	the history of the group's ancestry.
GI2	10	the philosophy and theory of bilingual education.
ICA11	10	teach fine arts (art, music, etc.).
C1	10	the nature and content of the culture of the language minority group.
C3	10	the contributions of the group(s) to history and culture.
PI3	9	specify learning objectives.
ICA8	9	teach health and physical education.
C4	9	the contemporary life style(s) of the group.
AE1	9	assess student's language dominance.
GI3	8	functions and patterns of language use (sociolinguistics).
GI6	8	the individualization of instruction for different language groups.
PI4	8	sequence learning activities.
ICA5	8	teach and integrate culture in the curriculum and in the classroom.
C5	8	the teaching of math in Spanish.
SCR3	8	obtain more information on community cultural traits.

PDQ - Bilingual Teachers - Highest Priority Needs

Item #	Freq.*	n = 12
GI6	7	Individualizing Instruction
PI8	7	Development of materials to teach content areas
ICA9	7	(and 5 to an average extent) Teach Reading
M3	7	(and 5 to an average extent) Attend to individual student differences
M6	7	Foster acceptance and appreciation of cultural diversity
AE9	7	Determine when child transfers Reading Language
AE10	7	Determine when child receives instruction in second language
PI9	6	Adopt material to teach content areas
M4	6	Attend to behavior problems in classroom
AE3	6	Diagnose language needs and prescribe instruction

*number of teachers who rated the item "to a great extent"

Lowest Priority Needs

Item #	Freq*	n = 12
ICA6	3	(and 3 to a little extent) Teach Science
LS1	3	Speaking and Comprehension of Spanish
LS5	3	Teaching of Math in Spanish
C2	3	3 little extent History of Group's Ancestry
AE1	3	Assess student's language dominance
SCR2	3	2 little extent Foster community participation in the schooling process
SCR3	3	2 little extent Obtain more information on community cultural traits
GI1	4	(and 3 to a little extent) Philosophy and Theory of bilingual education
SCR4	4	(only to great extent) Involve parents as participants in instructional process
LS6	5	Teach Health and P.E. in Spanish
AE5	5	Administer and interpret individual reading inventory in Spanish
ICA8	6	Teach Health and Physical Ed.

*number of teachers who rated the item as "not desired"

Items From the Professional Development Questionnaire Rated
"To a Great Extent" by Bilingual Teachers at Crockett School (N= 6)

Item #	Frequency	Area of Need
ICA9	5	teach and integrate culture in the curriculum and in the classroom.
M2	5	collaborate with other teachers, teacher assistants, and resource personnel to improve student achievement.
M3	5	attend to individual student differences.
M4	5	attend to behavior problems in the classroom
M6	5	foster acceptance and appreciation of cultural diversity.
AE1	5	assess student's language dominance.
AE2	5	assess the student's educational needs in the subject/content area.
AE3	5	diagnose language needs and prescribe instruction.
LS2	4	the teaching of Spanish language arts.
PI6	4	develop materials to teach Spanish language arts.
AE9	4	teaching reading.
AE10	4	teach social studies.
GI7	3	the implementation of inquiry/discovery strategies for learning.
PI1	3	group children according to language classification
PI2	3	schedule activities for different language groups.
PI7	3	adapt materials to teach Spanish language arts.
PI8	3	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.
PI9	3	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish.
ICA5	3	teach Spanish as a first language. (Also 3 "to an average extent")
M1	3	organize my material and resources.
M5	3	use feedback and positive reinforcement with students.
LS5	3	the teaching of math in Spanish.
C6	3	how the effects of cultural and socioeconomic variables influence the students' general level of development and socialization.
AE5	3	administer and interpret individual reading inventories (IRI) in Spanish.
AE7	3	evaluate the appropriateness of materials for bilingual education.
AE8	3	evaluate the classroom learning environment.
AE11	3	assess learning capabilities of children (e.g., aptitude, cognitive development).

Note: These teachers did not note any of the items as "not desired."

Items from the Professional Development Questionnaire Rated "To a Great Extent" or "Not Desired" by Bilingual Teachers at Bowie (n=4)

Items Rated "To a Great Extent"

Item #	Frequency	Area of Need
AE9	3	determine when a child is ready transfer from reading in one language to reading in another. (and 1 "to an average extent")
AE10	3	determine when a child is ready to receive subject matter instruction in her/his second language. (and 1 "to an average extent)
PI8	2	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.
ICA9	2	teach reading. (and 2 "to an average extent")
ICA11	2	teach fine arts (art, music, etc.).
M6	2	foster acceptance and appreciation of cultural diversity. (and 2 "to an average extent")
ICA10	0	teach social studies. (but 4 "to an average extent")

Items Rated "Not Desired"

ICA8	3	teach health and physical education. (and 1 "to a little extent")
LS6	3	the teaching of health and physical education in Spanish.
ICA4	2	teach English as a first language.
ICA6	2	teach science.
LS3	2	the teaching of social studies in Spanish.
LS4	2	the teaching of science in Spanish.
LS5	2	the teaching of math in Spanish.
LS7	2	the teaching of the fine arts in Spanish.
SCR2	2	foster community participation in the schooling process.
SCR3	2	obtain more information on community cultural traits.
SCR4	2	involve parents as participants in the instructional process.

Items from the Professional Development Questionnaire Rated "To a Great Extent" by Bilingual Teachers at Travis (n=2)

Item #	Frequency	Area of Need
*GI8	1	the setting up of learning centers.
*PI2	1	schedule activities for different language groups.
*PI3	1	specify learning objectives.
*PI4	1	sequence learning activities.
*PI8	1	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.
*PI9	1	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish.
*M3	1	attend to individual student differences.

*Note: These items were rated "to a great extent" by one teacher and "to an average extent" by the other teacher. No item was rated "to a great extent" by both teachers, with the vast majority of items being rated as "not desired" or "to a little extent."

Items from the Professional Development Questionnaire Rated "To a Great Extent" or "Not Desired" by a Special Education Teacher at Crockett

Items Rated "To a Great Extent"

Item #	Area of Need
ICA7	teach math.
ICA9	teach reading.
ICA11	teach fine arts (arts, music, etc.)
M1	organize my material and resources.
M2	collaborate with other teachers, teacher assistants, and resource personnel to improve student achievement.
M3	attend to individual student differences.
M4	attend to behavior problems in the the classroom.
M5	use feedback and positive reinforcement with students.
M6	foster acceptance and appreciation of cultural diversity.
LS1	the speaking and comprehension of Spanish.
C1	the nature and content of the culture of the language minority group.
AE1	assess student's language dominance.
AE2	assess the student's educational needs in the subject/content area.
AE3	diagnose language needs and prescribe instruction.
AE4	analyze and interpret miscues in reading and prescribe instruction.
	administer and interpret individual reading inventories (IRI) in Spanish.
AE6	evaluate student learning progress.
AE7	evaluate the appropriateness of materials for bilingual education.
AE8	evaluate classroom learning environment.
AE9	determine when a child is ready to transfer from reading in one language to reading in another.
AE10	determine when a child is ready to receive subject matter instructions in her/his second language.
AE11	assess learning capabilities of children (e.g., aptitude, cognitive development).

Items Rated "Not Desired"

ICA6	teach science.
ICA8	teach health and physical education.

Items from the Professional Development Questionnaire Rated "To a Great Extent" or "Not Desired" by Special Education Teachers at Bowie (n= 4)

Items Rated "To a Great Extent"

Item #	Frequency	Area of Need
M4	2	attend to behavior problems in the classroom.
M5	2	use feedback and positive reinforcement with students.
AE3	2	diagnose language needs and prescribe instruction. (and 2 "to an average extent")
AE8	2	evaluate the classroom learning environment.
SCR1	2	incorporate community resources into the instructional programs.

Items Rated "Not Desired"

PI6	4	develop materials to teach Spanish language arts.
PI7	4	adapt materials to teach Spanish lagnuage arts.
PI8	4	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.
PI9	4	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish.
ICA2	4	teach Spanish as a second language.
ICA3	4	teach Spanish as a first language.
LS2	4	the teaching of Spanish language arts.
LS3	4	the teaching of social studies in Spanish.
LS4	4	the teaching of science in Spanish.
LS5	4	the teaching of math in Spanish.
LS6	4	the teaching of health and physical education in Spanish.
LS7	4	the teaching of the fine arts in Spanish.
GI2	3	the theoretical foundations of second language learning and teaching.
ICA5	3	teach and integrate culture in the curriculum and in the classroom.
ICA6	3	teach science.
ICA8	3	teach reading.
ICA11	3	teach fine arts (art, music, etc.).
LS1	3	the speaking and comprehension of Spanish.
C2	3	the history of the group's ancestry.
AE5	3	administer and interpret individual reading inventories (IRI) in Spanish.

Items from the Professional Development Questionnaire Rated
"To a Great Extent" or "Not Desired" by Special Education Teachers
at Travis (n= 4)

Items Rated "To a Great Extent"

Item #	Frequency	Area of Need
ICA9	4	teach reading.
M3	3	attend to individual student differences. (and 1 "to an average exter)
GI4	2	the nature of language and of the acquisition process.
M1	2	oraganize materials and resources.
M4	2	attend to behavior problems in the classroom.
LS1	2	the speaking and comprehension of Spanish.
AE4	2	analyze and interpret miscues in reading and prescribe instruction.

Items Rated "Not Desired"

PI6	4	sequence learning activities.
PI7	4	adapt materials to teach Spanish language arts.
PI8	4	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.
ICA2	4	teach Spanish as a second language.
ICA3	4	teach Spanish as a first language.
ICA10	4	teach social studies.
ICA11	4	teach fine arts (arts, music, etc.)
LS2		the teaching of Spanish language arts.
LS3	4	the teaching of science in Spanish.
LS4	4	the teaching of social studies in Spanish.
LS5	4	the teaching of math in Spanish.
LS6	4	the teaching of health and physical education in Spanish.
LS7	4	the teaching of the fine arts in Spanish.
AE5	4	administer and interpret miscues in reading and prescribe instruction.
AE7	4	evaluate the classroom learning environment.
GI1	3	the philosophy and theory of bilingual education.
GI2	3	functions and patterns of language use (socio-linguistics).
GI6	3	the individualization of inquiry/discovery strategies for learning.
ICA1	3	teach English as a second language.

Item #	Frequency	Area of Need
ICA6	3	teach science.
ICA8	3	teach health and physical education.
AE9	3	determine when a child is ready to transfer from reading in one language to reading in another.
AE10	3	determine when a child is ready to receive subject matter instruction in her/his second language.

Concerns Questionnaire: Percentiles for Stages of Concern of Groups of Teachers for Innovation Components

	Awareness	Informational	Personal	Management	Consequence	Collaboration	Refocusing
ESL:							
Regular - Crockett (N=14)	61	47	61	53	36	49	43
- Bowie (N= 9)	47	43	50	40	32	22	31
- Travis (N= 6)	54	44	50	74	41	33	31
Bilingual-Travis (N= 2)	60	56	50	56	49	27	36
Sp. Ed. - Bowie (N= 6)	45	36	48	30	46	31	41
All Teachers-Bowie (N=15)	46	40	49	36	37	26	35
- Travis (N= 8)	55	47	50	69	43	31	32
All Teachers, All Schools (N=37)	54	44	54	49	38	36	38
English Reading:							
Regular - Crockett (N= 5)	87	67	71	82	29	24	32
- Bowie (N= 5)	55	68	66	36	47	31	46
- Travis (N= 5)	56	36	35	50	21	12	21
Bilingual-Crockett (N= 3)	84	92	88	62	59	58	53
- Bowie (N= 7)	60	68	63	52	60	49	71
- Travis (N= 1)	93	60	55	69	8	12	42
Sp. Ed. - Crockett (N= 1)	53	51	85	47	54	88	65
- Travis (N= 2)	62	36	52	10	18	12	14
All Teachers, All Schools (N=29)	66	62	62	53	41	33	44
Spanish Reading:							
Bil. Teacher #1 - Crockett	46	57	28	15	3	14	17
Bil. Teacher #2 - Crockett	10	34	52	47	63	80	87
Bil. Teacher #3 - Crockett	10	34	76	77	71	80	69
Bil. Teacher #1 - Bowie	23	69	41	34	66	72	96
Bil. Teacher #3 - Bowie	37	16	41	43	92	84	60
Bil. Teacher #3 - Bowie	10	90	52	56	43	31	17
All Teachers, All Schools (N=6)	23	50	48	45	56	60	58
Spanish Math:							
Bilingual Teacher - Crockett (N=1)	89	34	57	52	21	36	26

Items of Interest from Concerns Questionnaire--ESL:
Regular Teachers at Crockett (n=14)

0 1 2 3 4 5 6 7
Not true of me now Somewnat true of me now Very true of me now

Average Rating	
6	I am concerned about not having enough time to organize myself each day.
6	I would like to coordinate my effort with others to maximize ESL's effects.
5	I would like to determine how to supplement, enhance, or replace ESL.
5	I would like to know what other faculty are doing in ESL.
5	I am concerned about evaluating my impact on students.
5	I would like to excite my students about their part in ESL.
5	I would like to know who will make the decisions for ESL.
2	I would like to familiarize other departments or persons with the progress of ESL.
2	I am concerned about conflict between my interests and my responsibilities.
2	Coordination of tasks and people is taking too much of my time.
2	I would like to know how my role will change when I am using ESL.
1	I now know of some other ESL programs that might work better.

Items of Interest from Concerns Questionnaire--ESL:
Regular Teachers at Bowie (n=9)

0 1 2 3 4 5 6 7
Not true of me now — Somewhat true of me now — Very true of me now

Average Rating	
5	I would like to determine how to supplement, enhance, or replace ESL.
5	I am concerned about how ESL affects students.
2	I am concerned about revising my use of ESL.
2	I would like to revise ESL's instructional approach.
2	I would like to modify the use of ESL based on the experiences of our students.
2	I would like to help other faculty in their use of ESL.
2	I would like to develop working relationships with both our faculty and outside faculty using ESL.
2	I am concerned about conflict between my interests and my responsibilities.
2	I am concerned about my inability to manage all that ESL requires.
2	I am concerned about time spent working with non-academic problems related to ESL.
2	Coordination of tasks and people is taking too much of my time.
2	I would like to know how my teaching or administration is supposed to change.
1	I now know of some other ESL programs that might work better.
1	I would like to familiarize other departments or persons with the progress of ESL.
1	I would like to know how my role will change when I am using ESL.

Items of Interest from Concerns Questionnaire--ESL:
Regular Teachers at Travis (n=6)

0 1 2 3 4 5 6 7
Not true of me now — Somewhat true of me now — Very true of me now

Average Rating	
6	I am concerned about not having enough time to organize myself each day.
5	I would like to determine how to supplement, enhance, or replace ESL.
5	I would like to coordinate my effort with others to maximize ESL's effects.
5	I am concerned about how ESL affects students.
5	I am concerned about evaluating my impact on students.
2	I would like to modify our use of ESL based on the experiences of our students.
2	I would like to help other faculty in their use of ESL.
2	I would like to know the effect of reorganization on my professional status.
2	I would like to know who will make the decisions regarding ESL.
1	I now know of some other ESL programs that might work better.
1	I would like to revise ESL's instructional approach.
1	I would like to familiarize other departments or persons with the progress of ESL.

Items of Interest From Concerns Questionnaire--ESL:
Bilingual Teachers at Travis School (N=2)

Not true of me now 0 1 2 Somewhat true of me now 3 4 5 Very true of me now 6 7

Average Rating	
7	I am concerned about students' attitudes toward ESL.
6	I would like to excite my students about their part in ESL.
6	I am concerned about not having enough time to organize myself each day.
5	I am concerned abour revising my use of ESL.
5	I am concerned about evaluating my impact on students.
5	I would like to know what the use of ESL will require in the immediate future.
5	I would like to know how ESL is better than what we have now.
2	I now know of some other ESL programs that might work better.
2	I am concerned about conflict between my interests and my responsibilities.
2	I am concerned about my inability to manage all that ESL requires.
2	I am concerned about time spent working with non-academic problems related to ESL.
1	I would like to revise ESL's instructional approach.
1	I would like to familiarize other departments or persons with the progress of ESL.

Items of Interest From Concerns Questionnaire--ESL
Special Ed. Teachers at Bowie (n=6)

Not true of me now		Somewhat true of me now				Very true of me now
0	1	2	3	4	5	6	7

Average Rating	
6	I would like to know what other faculty are doing in ESL.
5	I would like to determine how to supplement, enhance, or replace ESL.
5	I would like to coordinate my efforts with others to maximize ESL's effects.
5	I am concerned about evaluating my impact on students.
5	I would like to excite my students about their part in ESL.
2	I am concerned about revising my use of ESL.
2	I would like to help other faculty in their use of ESL.
2	I am concerned about my inability to manage all that ESL requires.
1	I would like to familiarize other departments or persons with the progress of ESL.
1	I am concerned about conflict between my interests and my responsibilities.
1	I am concerned about time spent working with non-academic problems related to ESL.
1	Coordination of tasks and people is taking too much of my time.
0	I now know of some other approaches that might work better.

Items of Interest from Concerns Questionnaire--English Reading:
Teachers from all Schools (Grades K-5; n=29)

Not true of me now		Somewhat true of me now			Very true of me now	
0	1	2	3	4	5	6	7

Average Rating	
5	I am concerned about students' attitudes toward English Reading.
5	I am concerned about how English Reading affects students.
5	I would like to excite my students about their part in English Reading.
2	I would like to help other faculty in their use of English Reading.
2	I would like to familiarize other departments or persons with the progress of English Reading.
2	I now know of some other English Reading programs that might work better.

Items of Interest from Concerns Questionnaire--English Reading:
Regular Teachers at Crockett (n=5)

0 1 2 3 4 5 6 7
Not true of me now Somewhat true of me now Very true of me now

Average Rating	
6	I am concerned about not having enough time to organize myself each day.
5	I am concerned about how English Reading affects LEP students.
5	I am concerned about evaluating my impact on students.
5	Coordination of tasks and people is taking too much of my time.
5	I would like to know who will make the decisions regarding English Reading for LEP students.
5	I would like to know how my teaching or administration is supposed to change.
2	I now know of some other English Reading programs that might work better.
2	I would like to determine how to supplement, enhance, or replace English Reading for LEP students.
2	I would like to use feedback from LEP students to change English Reading.
1	I am concerned about revising my use of English Reading for LEP students.
1	I would like to help other faculty in their use of English Reading for LEP students.

Items of Interest from Concerns Questionnaire--English Reading:
Regular Teachers at Bowie (n=5)

0 1 2 3 4 5 6 7
Not true of me now Somewhat true of me now Very true of me now

Average Rating	
6	I am concerned about LEP students' attitudes toward English Reading.
5	I am concerned about how English Reading affects LEP students.
5	I would like to excite my LEP students about their part in English Reading.
5	I would like to know who will make the decisions regarding English Reading for LEP students .
5	I would like to know how English Reading for LEP students is better than what we have now.
2	I now know of some other English Reading programs that might work better.
2	I would like to revise the instructional approach of English Reading for LEP students.
2	I would like to help other faculty in their use of English Reading for LEP students.
2	I am concerned about my ability to manage all that English Reading for LEP students requires.
2	I am concerned about time spent working with non-academic problems related to English Reading for LEP students.
1	I would like to familiarize other departments or persons with the progress of English Reading for LEP students.
1	I am concerned about conflict between my interests and my responsibilities.
1	Coordination of tasks and people is taking too much of my time.

Items of Interest from Concerns Questionnaire--English Reading:
Regular Teachers at Travis (n=5)

0 1 2 3 4 5 6 7
Not true of me now Somewhat true of me now Very true of me now

Average Rating	
5	I am concerned about LEP students' attitudes toward English Reading.
5	I would like to excite my LEP students about their part in English Reading.
5	Coordination of tasks and people is taking too much of my time.

Note: All of the rest of the items except 6 are of very low concern (0-2).

Items of Interest From Concerns Questionnaire--English Reading:
Special Ed. Teachers at Travis (n=2)

Not true of me now		Somewhat true of me now			Very true of me now		
0	1	2	3	4	5	6	7

Average Rating	
6	I would like to know how my teaching or administration is supposed to change.
5	I am concerned about evaluating my impact on students.

Note: The vast majority of the other iterms were of very low concern (0-2), indicating a general lack of concern for these 2 teachers.

Items of Interest From Concerns Questionnaire--English Reading;
Bilingual Teachers at Crockett School (N=3)

Not true of me now		Somewhat true of me now				Very true of me now
0	1	2	3	4	5	6	7

Average Rating	
7	I would like to have more information on time and energy commitments required by English Reading for LEP students.
7	I would like to know what resources are available if we decide to use English Reading for LEP students.
6	I would like to know what the use of English Reading for LEP students will require in the immediate future.
6	I would like to know how English Reading for LEP students is better than what we have now.
6	I would like to know how my role will change when I am using English Reading for LEP students.
6	I am concerned about students' attitudes toward English Reading for LEP students.
6	I am concerned about how English Reading affects LEP students.
6	I would like to excite my LEP students about their part in English Reading.
6	I would like to coordinate my efforts with others to maximize the effects of English Reading for LEP students.
6	I would like to know what other faculty are doing in the area of English Reading for LEP students.
2	I now know of some other programs of English Reading that might work better.
2	I would like to help other faculty in their use of English Reading for LEP students.
2	I am concerned about revising my use of English Reading for LEP students.
2	I would like to revise the instructional approach of English Reading for LEP students.
2	I am concerned about conflict between my interests and my responsibilities.

Note: These three teachers showed fairly high concerns in all areas. Eighteen of 35 items were rated high (5-7).

Items of Interest From Concerns Questionnaire--English Reading:
Bilingual Teachers at Bowie School (N=7)

Not true of me now		Somewhat true of me now				Very true of me now	
0	1	2	3	4	5	6	7

Average Rating	
7	I am concerned about LEP students' attitudes toward English Reading.
6	I would like to determine how to supplement, enhance, or replace English Reading for LEP students.
6	I would like to coordinate my effort with others to maximize the effects of English Reading for LEP students.
6	I would like to know what other faculty are doing in English Reading for LEP students.
6	I am concerned about how English Reading affects LEP students.
6	I would like to excite my LEP students about their part in English Reading.
2	I would like to help other faculty in their use of English Reading for LEP students.
2	I would like to familiarize other departments or persons with the progress of English Reading for LEP students.
2	I am concerned about my inability to manage all that English Reading for LEP students requires.
2	Coordination of tasks and people is taking too much of my time.

Note: A total of 12 out of 35 items were judged to be of high concern (5-7). In general, the level of concern was fairly high.

Items of Interest From Concerns Questionnaire--English Reading:
Bilingual Teachers at Travis School (N=1)

Not true of me now		Somewhat true of me now			Very true of me now	
0	1	2	3	4	5	6	7

Average Rating	
6	I am concerned about not having enough time to organize myself each day.
5	I would like to know who will make the decisions about English Reading for LEP students.
5	I don't even know what English Reading for LEP students is.
2	I am concerned about how English Reading affects LEP students.
2	I am concerned about my inability to manage all that English Reading for LEP students requires.
2	I am concerned about time spent working with non-academic problems related to English Reading for LEP students.
1	I would like to develop working relationships with both our faculty and outside faculty using English Reading for LEP students.
1	I would like to familiarize other departments or persons with the progress of English Reading for LEP students.
1	I would like to use feedback from students to change English Reading for LEP students.
0	I now know of some other English Reading programs that might work better.
0	I would like to help other faculty in their use of English Reading for LEP students.
0	I am concerned about LEP students' attitudes toward English Reading.

Items of Interest From Concerns Questionnaire--English Reading:
Special Ed. Teachers at Crockett (n=1)

Not true of me now		Somewhat true of me now			Very true of me now		
0	1	2	3	4	5	6	7

Average Rating	
7	I would like to coordinate my effort with others to maximize the effects of English Reading for LEP students.
7	I am concerned about evaluating my impact on students.
6	I would like to determine how to supplement, enhance, or replace English Reading for LEP students.
6	I would like to help other faculty in their use of English Reading for LEP students.
6	I would like to develop working relationships with both our faculty and outside faculty using English Reading for LEP students.
6	I would like to familiarize other departments or persons with the progress of English Reading for LEP students.
2	I am concerned about not having enough time to organize myself each day.
2	I am concerned about conflict between my interests and my responsibilities.
2	I am concerned about my inability to manage all that English Reading for LEP students requires.
0	Coordination of tasks and people is taking too much of my time.

Note: In addition to the above, 11 items recieved a rating of 5. Thus, concerns for this teacher tended to be quite high.

Items of Interest from Concerns Questionnaire--Spanish Reading (N=6)

0 1 2 3 4 5 6 7
Not true of me now — Somewhat true of me now — Very true of me now

Average Rating	
6	I would like to determine how to supplement, enhance, or replace Spanish Reading.
6	I would like to know what other faculty are doing in Spanish Reading.
6	I am concerned about students' attitudes toward Spanish Reading.
6	I would like to excite my students about their part in Spanish Reading.
6	I would like to know who will make the decisions regarding Spanish Reading.
5	I would like to develop working relationships with both our faculty and outside faculty using Spanish Reading.
5	I would like to coordinate my effort with others to maximize Spanish Reading's effects.
5	I am concerned about how Spanish Reading affects students.
5	I am concerned about evaluating my impact on students.
5	I am concerned about not having enough time to organize myself each day.
5	I would like to know what the use of Spanish Reading will require in the immediate future.
2	I am concerned about revising my use of Spanish Reading.

Items of Interest From Concerns Questionnaire--Spanish Math
Bilingual Teacher at Crockett (n=1)

Not true of me now		Somewhat true of me now			Very true of me now		
0	1	2	3	4	5	6	7

Average Rating	
7	I am concerned about students' attitudes toward Spanish Math.
6	I would like to know who will make the decisions about Spanish Math.
5	I would like to know what other faculty are doing in Spanish Math.
5	I am concerned about evaluating my impact on students.
5	I am not concerned about Spanish Math.
5	I am completely occupied by other things.
2	I would like to help other faculty in their use of Spanish Math.
2	I would like to familiarize other departments or persons with the progress of Spanish Math.
2	I am concerned about revising my use of Spanish Math.
2	I would like to revise Spanish Math's instructional approach.
1	I have a very limited knowledge about Spanish Reading.
0	I am concerned about my inability to manage all that Spanish Math requires.
0	I am concerned about time spent working with non-academic problems related to Spanish Math.
0	I now know some other Spanish Math programs that might work better.

SURVEY OF PERCEPTIONS OF INSERVICE TRAINING

Introduction: The purpose of this survey is to determine the perceptions of teachers, principals, and administrators toward inservice training in your school district. The results will help the school district to plan next year's inservice program so that it will better meet your needs.

School CROCKETT = 32 BOWIE = 37 TRANS = 34 Date N = 103

Grade Level K=16 4=15 1=16 5=11 2=14 3=16 other=15 No. of Years in District MEAN = 6.2 MEDIAN = 5.2 RANGE = 0 TO 35

1 Not at all true 2 Mostly untrue 3 No opinion 4 Mostly true 5 Completely True

		1	2	3	4	5
1.	Teachers should be given the authority to choose the type of inservice training program that they feel is appropriate for their school district.			2	46	55
2.	Individual teachers should have the option of not participating in inservice activities.	7	18	10	38	30
3.	Principals and district administrators should diagnose the competencies of each teacher to determine the type of inservice training needed.	27	27	15	30	4
4.	Inservice training should be designed to fulfill needs which have been expressed by the school district and/or community.	4	8	4	42	45
5.	Inservice training occurs as part of the teacher's normal job at school during school hours.	5	9	3	45	41
6.	Although not strictly a part of the teacher's job, inservice training is job-related.	1	8	4	47	43
7.	Inservice training is oriented toward the teacher's acquisition of professional credentials.	23	29	24	15	12
8.	Conventions and workshops sponsored by teachers' professional organizations play a major role in inservice training.	17	23	22	27	14
9.	Inservice training is designed to meet the needs of individual teachers, each of whom chooses the types of training that s/he needs.	13	30	7	38	15
10.	Teachers generally are provided with sufficient assistance and feedback in implementing new knowledge or skills which were acquired in inservice training.	16	46	8	31	2

		1	2	3	4	5
11.	Much of the inservice training provided is not relevant or cannot be applied in the classroom.	2	43	8	38	12
12.	Inservice training sessions often are conducted by personnel who are not well equipped to handle the task.	5	36	14	38	10
13.	The content of what is taught in inservice training sessions is relevant to our needs.	5	36	11	50	1
14.	The manner in which inservice training sessions are conducted is appropriate.	3	19	19	60	2
15.	Inservice training should reflect possible future (emergent) roles rather than being limited only to the teacher's current role.	8	6	28	49	12
16.	The focus of inservice training, rather than being an integrated district-wide effort, has become fragmented.	7	22	36	27	11

17. Who are the people mainly responsible for initiating or conducting inservice teacher education in your district? Please check one of the following:

NUMBER CHECKED — DIDN'T ANSWER QUESTION = 3

Principals	34
Teachers	5
Central administrators	57
Staff from Region XIII	48
Parents	0
School Board Members	1
Others (describe)	3

18. Which of the following provide input into the planning of inservice topics for your district?

(DIDN'T ANSWER QUESTION = 4)

Principals	62
Teachers	55
Central administrators	58
Staff from Region XIII	40
Parents	1
School Board Members	5
Others (describe)	0

19. Check the agencies and individuals listed below which have provided inservice training for your school district during the past year.

Private Consultants	58
School district staff	62
University or college staff	39
Education Service Center (e.g., Region XIII)	95
LAU Center	57
Texas Education Agency	26
Others (describe)	1

20. Check all of the following which have been used by your school district in providing inservice training for teachers:

(DIDN'T ANSWER QUESTION = 2)

Workshop or demonstration session	92
Staff meeting	81
Summer institute	43
College course	10
Individualized study	5
Programmed instruction	6
Classroom observation	8
Video tape training session	9
Conference (e.g., TSTA)	34
One-to-one discussion with other teachers	17
Teacher-parent work session	15
Other (describe)	0

21. Check the procedures which have been used to evaluate inservice training in your school district:

(DIDN'T ANSWER QUESTION = 2)

End of session questionnaire or checklist	97
Informal feedback to directors or presenters	29
Criterion referenced tests for teachers	1
Observation of teachers in classroom	6
Course grade	2
Attendance at workshop	28
Follow-up interview with teacher	2
Other (describe)	0

22. Check the incentives which your school district uses in its inservice training.

(DIDN'T ANSWER QUESTION =

Stipend for teachers	18
Release time for teachers	57
Education or professional career ladder	4
Upgrading of competencies	15
School district request	46
Professional certification	3
College credit	4
Other (describe)	10 — SAID THERE ARE NO INCENTIVES

23. Which of the following times are appropriate for conducting inservice training? Please check:

(DIDN'T ANSWER QUESTION =

During regular school hours	98
Immediately after school	38
In the evenings	0
On weekends	1

24. At what time do inservice sessions currently take place in your school district?

During regular school hours 81 | In the evenings 1
Immediately after school 77 | On weekends 1

25. Briefly describe the strengths of the current inservice program in your school district.

26. Now describe the weaknesses which exist in the district's current inservice program.

27. If you were in charge of planning district-wide inservice training for teachers, describe the process you would follow in designing an ideal program. Use as much space as you need to describe this process.

Results ----- Inservice Survey

Response N = 75			Response N = 77		
%	Freq.	Strengths:	%	Freq.	Weaknesses:
40%	30	Teachers choose topics	31%	24	Irrelevant sessions/materi
16%	12	Improvement from before	15%	19	Poor presenters
9%	7	Topics are of interest	14%	11	Waste of time
7%	5	Meet district requirements	9%	7	August timing
5%	4	Migrant/bilingual workshops			
5%	4	Quality of speakers			

N = 81 How would you plan inservice?:

%	Freq.	
43%	35	Survey teachers for topics
15%	12	Individualize and Follow-Up
12%	10	Get more competent presenters
10%	8	Schedule workshops during school day
7%	6	Peer group (teachers) should train themselves
7%	6	Give incentives to upgrade skills

Bilingual Classroom Questionnaire
Proportion of Instructional Time in English and Spanish for all Classroom Teachers (N=89)
Across All Classrooms

	SPANISH			ENGLISH		
Language Group*	% of Language Arts	% of Major Content	% of All Content Areas	% of Language Arts	% of Major Content	% of All Content Areas
MS	49	40	28	51	60	72
BS	10	12	9	90	88	91
LL	10	10	7	90	90	93
BB	12	3	3	88	97	97
BE	9	3	3	91	97	97
ME	6	4	2	94	96	98

*Code

MS = Monolingual Spanish
BS = Spanish Dominant
LL = Late Language Learner
BB = Balanced Bilingual
BE = English Dominant
ME = Monolingual English

BILINGUAL CLASSROOM QUESTIONNAIRE
Proportion of Instructional Time in English and Spanish for Different Language Groups

CROCKETT SCHOOL - January 1981
(Kindergarten: N=18 -- First Grade: N=16)

Language Group*	SPANISH						ENGLISH					
	% of Language Arts		% of Major Content		% of All Content Areas		% of Language Arts		% of Major Content		% of All Content Areas	
	K	1st	K	1st	K	1st	K	1st	K	1st	K	1st
MS	42	100	60	67	31	67	58	0	40	33	69	33
BS	16	37	50	44	22	41	84	63	50	56	78	59
LL	15	27	11	22	8	21	85	73	89	78	92	79
BB	27	24	10	4	10	4	73	76	90	96	90	96
BE	25	8	0	3	6	2	75	92	100	97	94	98
ME	21	5	7	2	5	1	79	95	93	98	95	99

*Codes:

MS = Monolingual Spanish
BS = Spanish Dominant
LL = Late Language Learner
BB = Balanced Bilingual
BE = English Dominant
ME = Monolingual English

Level of Use Interview

Number of LoU Users at Each Stage of All Innovations

Level of Use	Number of Teachers
Mechanical Use (III)	12
Routine (IVA)	44
Refinement (IVB)	23
Integration (V)	3
Renewal	0
Total Teachers	82

Attachment 11

Teachers' Comments, Suggestions, and Reactions to Test Instruments

Meeting with Travis School Teachers

May 19, 1981

The purpose of this meeting was to report the results of the completed questionnaires and interviews which had been conducted earlier in the year. Teachers were told to (1) offer comments to aid in the interpretation of the results, and to (2) provide any new ideas that might improve inservice training for teachers. The meeting was sheduled from 3:00 - 4:00 p.m. in the school library, with the principal in attendance for the whole meeting.

Dr. Holtzman opened the meeting by handing out folders to each teacher containing both summary data from the three schools as well as data which was relevant only to Travis School. He showed them how to read the numerous data tables. Although the folders contained quite extensive and complete results, Dr. Holtzman explained that because of time limitations only some of the main results would be discussed. He asked that teachers review the results carefully during the summer so that they could provide us with additional feedback.

The meeting was recorded on tape so that a full account of teacher's comments could be retained. Some of the points that were made by teachers include the following:

- The principal said that teachers on the Professional Development Questionnaire had put behavior problems as a high priority because too much time is wasted on discipline and management of behavior in the classroom. There is a need for workshops in the area of assertive discipline.

- One teacher said that at first she was disturbed to find that behavior problems were of such a high priority but then realized that the reason for this was that Travis teachers care a great deal about their children. If they didn't they would not have responded in that way.

- The principal agreed and said that Region XIII and TEA may not realize how much teachers actually care about their students.

- A teacher asked for a clarification of what "teaching English as a first language" means, and why was it such a high priority on the PDQ. Someone responded that it simply meant "teaching English". Dr. Holtzman explained that it was supposed to refer to teaching children English language skills whose first (or home) language is a language other than English. A migrant teacher (not bilingual) said that many teachers have noticed that a lot of children are limited in both languages so that it is better to teach them English first!

- On Inservice Survey, the principal felt that teachers had agreed with Item #1 ("Teachers should be given the authority to choose the type of inservice training program that they feel is appropriate for their school district") because during the past several years teachers gradually have been given more options as to the types of inservice sessions to attend. Before that, teachers were told what sessions to go to.

- Referring to the Level of Use (LoU) Interview, one teacher did not feel that we should be labeling teachers as "mechanical", "routine", etc., because we don't know what teachers do in their classrooms (this is the same teacher that had complained about the Concerns Questionnaire earlier in the year).

- After the meeting, the migrant teacher stayed for 10 minutes to discuss bilingual education with Dr. Holtzman. He said that he felt that bilingual education should be limited to those children who speak Spanish fluently upon entering school. He felt that most of the kids in bilingual programs shouldn't be there! He was especially upset that Judge Justic had order all Texas schools to provide bilingual education through high school.

Meeting with Crockett School Teachers

May 20, 1981

The purpose of this meeting was to report the results of the completed questionnaires and interviews which had been conducted earlier in the year. Teachers were told to (1) offer comments to and in the interpretation of results, and to (2) provide any new ideas they might have about how to improve inservice training for teachers. The meeting was scheduled from 3:15 - 4:00 p.m. in the school library, with the principal present for the first part of the meeting only.

Dr. Holtzman led the meeting and showed the teachers how to read the data tables. He gave each teacher a folder which contained both summary data from the three schools as well as data which was relevant only to Crockett School. Although the folders contained numerous results, Dr. Holtzman explained that because of time limitations only some of the main results would be discussed. He asked that the teachers review the results carefully during the summer so that they could provide us with additional feedback.

Unfortunately, the tape recording of the meeting did not come out, so Dr. Holtzman wrote down some of the comments that he remembered from the meeting. Some of the points that were made by teachers include the following:

- Teachers at Bowie School who filled out the Concerns Questionnare are not as concerned about ESL as Crockett teachers are (either they don't care or don't know enough about it.)

- Teachers at Crockett would like to know how kids' English skills continue to develop after they enter second grade, and they would like to know what the Bowie ESL teachers are doing in this area.

- On Survey of Perceptions of Inservice Training some of the responses would now be different if the instrument would be readministered to teachers. This is because teachers now are aware of changes that will be made for next year in the district plan (more choice options for teachers and comp time).

- Having more teachers serve as leaders of inservice sessions would help to make inservice more relevant.

- More follow-up in the classroom should be done after inservice sessions.

- It is strange that so little Spanish instruction time occurs for Spanish dominant (BS) sutdent, according to the Bilingual Classroom Questionnaire. One teacher felt that the questionnaire was obviously invalid because it did not reflect what was happening in the classroom. Another teacher felt that the questionnaire was too difficult to fill out and teachers did not understand the language classification definitions. Dr. Holtzman said that it would have been better to have completed this questionnaire individually with each teacher but that time constraints had not permitted this. He also cautioned

teachers to remember that although the vast majority of teachers did fill out this instrument, not all teachers were able to do so. This should be kept in mind when interpreting the data.

At the conclusion of the meeting, Dr. Holtzman thanked teachers for their participation in the study and hoped to see them next year.

Meeting with Bowie School Teachers

May 21, 1981

The purpose of this meeting was to report the results of the completed questionnaires and interviews which had been conducted earlier in the year. Teachers were told to (1) offer comments to aid in the interpretation of results, and to (2) provide any new ideas that might improve inservice training for teachers. The meeting was scheduled from 3:15 - 4:00 p.m. in the school cafeteria, with the principal in attendance for the while meeting.

Dr. Holtzman opened the meeting by handing out folders to each teacher containing both summary data from the three schools as well as data which was relevant only to Bowie School. He showed them how to read the numerous data tables. Although the folders contained quite extensive and complete results, Dr. Holtzman explained that because of time limitations only some of the main results would be discussed. He asked that teachers review the results carefully during the summer so that they could provide us with additional feedback.

The meeting was recorded on tape so that a full account of teachers' comments could be retained. Some of the points that were made by teachers include the following:

- When Dr. Holtzman asked teachers what "teaching English as a first language" mean to them, a teacher responsed with the correct definition.

- When asked about concerns related to ESL one teacher felt that ESL instruction should be more organized, with a hierarchy of skills. Another teacher said that the main frustration that she experiences as an ESL teacher is that she does not know how to evaluate a student's progress. She said that one problem is that second grade teachers don't know at the beginning of the year what level the students are at. It would be helpful to know which skills the students had mastered at the K-1st grade school. Also, it is difficult to know whether the level of instruction that kids are getting in ESL is appropriate to their needs.

- When Dr. Holtzman asked what types of activities might be good to have in the area of ESL, a teacher said that it is easy to teach kids vocabulary but more difficult to teach them sentence structure (both oral and written). Perhaps a consultant could offer ideas about how best to teach this.

- Another teacher mentioned that most problems that she encounters is that she has so many kids in her ESL classes that she cannot attend to their individual needs. If some teacher who has been successful with large classes could share his/her experiences, that would be very helpful.

- Another teacher said that the main problem in her ESL class is a lack of materials.

- When asked when the best time to have inservice sessions would be, one of the teachers suggested that they could be provided during regular school hours during the teacher's planning period.

- One teacher had a suggestion to make to consultants when they send out short descriptions of their inservice sessions. Too often a session which sounds exciting from the description turns out to be boring and not what the teacher had expected. If consultants could send more information about their presentations beforehand, that would be helpful. Dr. Holtzman suggested that an abstract and list of objectives might be helpful. The teachers agreed with this idea.

- Dr. Holtzman pointed out that a lot of good ideas had been expressed at the meeting, but that there should be some way of following up these ideas to be sure that they are not forgotten.

Dr. Holtzman closed the session by thanking the teachers for their participation in the study and telling them that he would see them again after the summer.